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ABSTRACT

Developed at Auburn University, Alabama, and based on Adult Performance Level (APL) research conducted at the University of Texas, the two teaching modules for adult career education in this curriculum guide are for the health and for the consumer economics curriculum areas. Focus is on development of basic skills in communication, problem solving, and interpersonal relationships. The format for each module is the same: performance objectives broken down into tasks followed by suggested instructor activities, learner activities, and resources for each task. Suggested advanced tasks for certain performance objectives are also included in each module along with a bibliography for suggested resources not included under the individual tasks. The instructional goal stated for the consumer economics module is to manage a family economy and to demonstrate an awareness of sound purchasing practices. It contains 19 performance objectives. The instructional goal stated for the health module is to insure good mental and physical health for the individual and the family. Material is organized around nine performance objectives. (HD)

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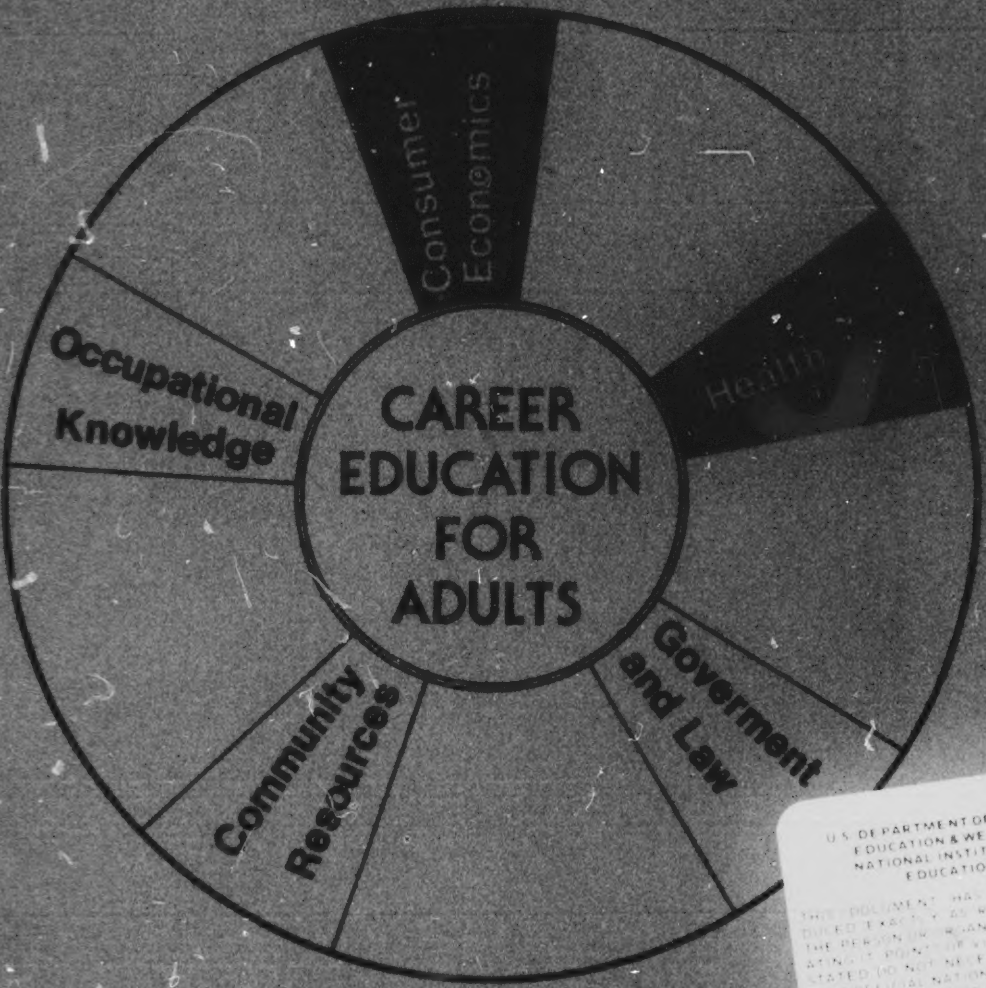
ADULT COMPETENCY INSTRUCTIONAL GUIDE


CAREER EDUCATION FOR ADULTS
Consumer Economics
Health
Government and Law
Community Resources
Occupational Knowledge

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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BASED ON
ADULT PERFORMANCE LEVEL STUDIES

FOREWORD

Auburn University conducted the first Institute in Alabama devoted to career education for adults. This Institute was held during the weeks of August 6 through 17, 1973, and sixty participants from all areas of the State were involved. It was recognized at the outset that adults are often confronted with many problems requiring the application of knowledge and skills for adequate solutions. It was further recognized that basic educational offerings must be oriented strongly toward helping adult learners to acquire the needed knowledge and skills for adequacy in problem solution if such offerings were to be made relevant to needs. For these reasons, the Institute was designed in keeping with the findings of the Adult Performance Level Study conducted at the University of Texas, and the major purpose of the Institute was that of producing teaching approaches in a modular form utilizing the findings of the study. Thus, the tasks identified as being important to adults in the Texas study became the basis for the instructional modules developed by the Institute participants.

The nationally oriented Adult Performance Level Study defined a general areas of competencies for effective livelihood in American society. In the structure, an instructional goal was stated for each general knowledge area, a set of performance objectives was stated that would allow for the attainment of the instructional goal, and each performance objective was followed by a series of learning tasks (enabling objectives) designed to help the learner attain the competencies required. Each task was presented in terms of teacher activities, learner activities, and resources required so that an adult education instructor might employ the task modules in the most efficient and meaningful process.

The book was made available to many adult educators throughout the State of Alabama and across the nation. Evaluative and other feedback materials were provided, reciprocally, in order to determine any necessary changes. Therefore, a thorough "field testing" was carried out during the period of September, 1973 through May, 1974 to check out and determine the feasibility and applicability of each major task at the varying adult performance levels.

During the same period, the performance level study conducted by Dr. Norrell Northcutt of Texas and associates revised the original tasks. The final outcome of that study reduced the general knowledge areas to five and revised the performance objectives and tasks accordingly. The information from this facet of the study provided a new impetus for further development of the appproach employed in the first book. As a result, the Adult Education Department of Auburn University received a grant from the Alabama State Department of Education, Adult Basic Education and U.S.O.E. to fund an Institute and follow-up with the purpose being that of a major revision in terms of the newly defined knowledge areas, performance objectives, and tasks and implementation of adult education curriculum based upon the revised modules.

The Summer Institute, made possible by this grant, was held at Auburn University on August 12-16, 1974. The Institute participants, most of whom were experienced in using the modules, were divided into five groups, with each group being responsible for one of the general knowledge areas defined. The purpose of each group was to revise the book in keeping with the new structure in terms of knowledge areas, performance objectives, and tasks. In many instances, it was possible to place task modules from the earlier publication under the new performance objectives, while in others, the participants had to create new modules as required by the new structure. Additionally, it was decided that five books would be produced, each one representing a specific knowledge area as shown in the diagram below.

GENERAL KNOWLEDGE AREAS

<table>
<tr><th></th><th>Occupational Knowledge</th><th>Consumer Economics</th><th>Health</th><th>Community Resources</th><th>Government and Law</th></tr>
<tr><td rowspan="3">Basic Skills</td><td colspan="5">Communication skills</td></tr>
<tr><td colspan="5">Problem solving techniques</td></tr>
<tr><td colspan="5">Interpersonal relationships</td></tr>
</table>

The performance objectives for each knowledge area were adopted from the new data of the Adult Performance Level Study, and the tasks (enabling objectives) were adaptations of the ones produced by the new data. Finally, it should be noted that some tasks were considered to be above that which would be acceptable to some adult groups; therefore, such tasks were included as a separate section entitled "Advanced Tasks" so that instructors might choose from them if appropriate for particular groups.

EVALUATION OF ADULT PERFORMANCE LEVEL MODULES

(By Participants in the 1974 Adult Basic Education Institute, Auburn University)

Instructor ___________

NAME ___________________________ POSITION: Supervisor ___________

Other ___________

TASK PREFIX LETTERS & NUMBERS: (Example: OK-25) ___________

Number of learners in each level: Level 1 ________
Level 2 ________
GED ________

Amount of Instruction time for this module ________.

BASIS FOR MODULE SELECTION

(Why did you select this module for use in an Adult Education class?)

INSTRUCTIONS: Show the method(s) which were used in the selection of this module by checking only one blank under each of the following items.

(1) Instructor's perception of the need for the selected module.

High ________
Low ________
None ________

(2) Supervisor's influence in selecting this module.

High ________
Low ________
None ________

(3) Learner's perception of need for the selected module as expressed through individual means. (Ex.: through the use of tests, conversation, observation, case-study, etc.).

High ________
Low ________
None ________

(4) Perception of learner's needs as expressed through group activities. (Ex.: discussion, role playing, observation, case-study, etc.).

High ________
Low ________
None ________

(5) Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing instructor-made resources, etc.).

High ________
Low ________
None ________

(6) Critical Incident - To what extent did your learners experience a sudden and important real-life need?

High ________
Low ________
None ________

* * *

ESTIMATION OF THE MODULE AS A LEARNING EXPERIENCE

Please give your opinion of the efficiency of the modules as a learning experience by checking one blank under each of the following items.

(1) Learner's interest and accomplishments.

High ________
Low ________
None ________

(2) Effectiveness of instructor activities.

High ________
Low ________
None ________

(3) Effectiveness of learner activities.

High ________
Low ________
None ________

(4) Effectiveness of resources.

High ________
Low ________
None ________

Suggestions for improvement of the module: __________________________

____

____

____

____

ADULT
COMPETENCY
EDUCATION

Consumer Economics Module

CONSUMER ECONOMICS

INSTRUCTIONAL GOAL: To manage a family economy and to demonstrate an awareness of sound purchasing practices.

DESIGNATOR SYSTEM: Those performance objectives related directly to Consumer Economics are designated CE and followed by a number. The tasks (enabling objectives) follow the performance objectives with the letter "T" used as the task designator, then followed by the number for that specific objective. Thus, the designator code CE-1, T-1 means Consumer Economics performance objective one, task one.

CONTENTS:

1. Consumer Economics performance objectives and tasks.
2. Suggested advanced tasks for certain performance objectives.
3. Bibliography of suggested resources not contained in Resources sections of the task modules.

CONSUMER ECONOMICS

CE Objective 1. To build an oral and written consumer economics vocabulary.

TASKS:

T-1. To associate commonly used words and signs with pictures or diagrams that describe various areas of consumer economics. (Suggested areas: real estate (rent), packaged labels (food, clothing, fabric, appliances, store names, aisle markers, utilities, financial, household.)

T-2. To read the words used in CE-1, T-1.

T-3. To write (print and cursive) the words and abbreviations used in CE-1, T-1, and T-2.

T-4. To spell the words used in CE-1, T-3.

CE Objective 2. To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

TASKS:

T-1. Using samples of paper and coin monies, to count to various limits.

T-2. Using samples of paper and coin monies, to make change by mathematical operations.

T-3. Using tables of weights applied to consumer economic examples to convert among tons, pounds, ounces, etc.

T-4. Using tables of linear measures applied to specific consumer economic examples, to convert yards, feet, inches, etc.

T-5. Using rulers and yardsticks to calculate the areas of surface and volumes of rooms and appliances.

T-6. Using the terms gallons, quarts, ounces, cups, pints, etc., to calculate volumes and to convert from one measure to another.

CE Objective 3. To understand the concept of sales tax and to compute percentage of income spent.

TASKS:

T-1. Using samples of sales tags, to calculate the total cost of items after sales taxes have been computed and added in.

T-2. To show the differences between sales and income taxes, noting the absence of an "ability to pay" or progressive tax structure of sales taxes and the concept of the individual's involvement in community maintenance.

T-3. To compute the percentage of income spent on sales tax.

T-4. To fill out sample federal and state income tax forms.

CE Objective 4. To be able to use a catalog to order goods.

TASKS:

T-1. Using a catalog, to find needed items which may not be available in local stores.

T-2. Using the list in T-1, to note the aspects of each item which should be determined when ordering, e.g., size, weight, color.

T-3. To fill out sample mail order forms, to order goods selected from catalogs.

CE Objective 5. To be able to use consumer guides to determine the best buys for the money.

TASKS:

T-1. Using consumer guides, to write the initial cost for selected items.

T-2. Using the consumer guides, to list the average amount of repair free use for items listed in CE-5, T-1.

T-3. Using the facts for selected items listed in CE-5, T-1 and T-2 to choose the best buy determined by initial cost, durability and estimated repair costs.

T-4. Using consumer guides to read and select best buys in relation to one's budget and needs.

CE Objective 6. To be aware of factors that make costs higher in some stores and to be able to determine the most economical places to shop.

TASKS:

T-1. To determine how large volume stores can sell products at a lower price than smaller stores.

T-2. To write shopping list for food and household necessities.

T-3. Using prepared shopping list to write the prices of items in several different stores and to note the type of store (wholesale, retail, etc.) and whether the store has trading stamps.

T-4. Using odometer and gallons of gasoline figures to calculate gas mileage for private cars.

T-5. To calculate the cost from a point to the store mentioned in CE-6, T-3 by several means of public transportation and private transportation.

T-6. Using the prices in CE-6, T-3 and T-4 to calculate the cheapest places to shop from a given point.

CE Objective 7. To be aware of the differences in price and quality between brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

TASKS:

T-1. Using lists of common items (food, gasoline, dry goods, etc.) to write the various brand names and their prices and quantity from labels in a given store.

T-2. Using the list in CE-7, T-1 to calculate the difference in price between brands for equal quantites of the same item.

T-3. Using the quantities and prices of different sizes for a given brand to calculate the price per unit to determine the difference in price per unit.

T-4. Using the list in CE-7, T-2 to mark the brand of each item preferred by the individual and to mark those items for which there is no preference.

T-5. Using the list in CE-7, T-4 to mark those instances in which the individual feels that he might have been motivated to use a given brand or standard of quality because of advertising, gimmickry, experience, public values or aesthetics.

T-6. To note instances where economy items can be substituted for quality items without affecting the individual's preferences, (e.g., powdered milk for fresh milk).

CE Objective 8. To know the various methods by which goods are packaged and to know which methods are cheaper and which are best in terms of quality and storage.

TASKS:

T-1 Using a list of items, to list the various ways each item can be packaged (e.g., fresh vs. canned vs. frozen, individual packages vs. bulk packages).

T-2. Using the list in CE-8, T-1 to construct a chart, including the packaging methods, net weight or volume, unit price and brand name for each item listed.

T-3. In discussion with a resource person (home demonstration agent, etc.), to rate various packaging methods in terms of quality, individual taste, nutrition (in the case of foods) and convenience.

T-4. Using the list in CE-8, T-1 and the ratings in CE-8, T-3 to select the best packaging methods for the items listed based on individual needs and resources.

T-5. To determine the best ways to store the various catagories of foods listed.

T-6. To meet with a resource person to discuss grades and quality of meat.

CE Objective 9. To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

TASKS:

T-1. Using newspapers, magazines, and resource persons, to list various reasons stores have sales.

T-2. Using several advertisements from a newspaper to choose those which advertise seasonal goods.

T-3. Using a calendar to mark the times when seasonal items from a prepared list would be on sale.

T-4. Using ads from the sources listed above, to demonstrate the savings between the sale and nonsale prices.

T-5. If applicable, using lists of grocery items, to write sale and nonsale prices, for a period of time suggested by the instructor, for items at the store(s) where the individual usually shops.

T-6. Using a list of perishable grocery items, to write when the price of each item will be reduced because of aging, the regular price of the items, the reduced price, and to describe the quality of the item at the time of price reduction.

T-7. Using various sale prices, to illustrate the savings, in terms of fractions and percentages, from buying the items on sale.

CE Objective 10. To be aware of advertising practices, to the extent of recognizing appropriate and inappropriate forms of advertising.

TASKS:

T-1. To locate various kinds of ads and analyze ads in terms of appeal to the prospective customer.

T-2. In group discussion to list several gimmicks used in sales and advertising and to know where bad advertising practices may be reported.

T-3. In role-playing situations to imitate several types of techniques used by sales persons.

T-4. To be able to read and understand advertising charts, graphs, etc. used to express the merits of the product.

CE Objective 11. To be able to order food and to know how to tip in a restaurant.

TASKS:

T-1. Using a sample menu, to determine the total price of a meal and price per individual when in a group situation.

T-2. Using the prices from CE-11, T-1, to approximate the amount of tip that would be expected. To define tipping as a reward for especially good service.

T-3. To discuss the notion of "restaurant intimidation" wherein an individual feels prompted to buy an expensive meal, or is embarrased to ask for a description of an unfamiliar item.

CE Objective 12. To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

TASKS:

T-1. To identify types of stores in a neighborhood (discount, home furnishing, chain stores such as Sears, etc.)

T-2. In group discussion to list the needs of various members of a household (food, clothing space, etc.).

T-3. Using lists of articles of furniture, appliances and other household items, to lable those which are essential and luxury based on individual needs and resources.

T-4. Using the price listed in catalogs and newspapers of new and used furniture and appliances to compare the prices.

T-5. To calculate the difference in prices of new and used furniture listed in catalogs and newspapers.

T-6. To know practical aspects of some types of home furnishings (formica type table vs. solid walnut, etc.) that may lead to their selection instead of the selection of a more prestigious or luxury item.

T-7. Using the list in CE-12, T-3, to select items desired, but not already possessed, by the individual, and to order the priority in which each item will be obtained.

T-8. To associate the needs listed in CE-12, T-7 with budgeting and credit techniques developed in CE-16.

CE Objective 13. To determine housing needs and to know sources and methods for obtaining housing and utilities based on those needs.

TASKS:

T-1. Given a prepared checklist by the instructor dealing with home ownership versus house rental versus apartmental rental and dealing specifically with such facts as average area rental costs, utilities, home loan, down payments, monthly loan payments, taxes, transportation to job costs, repairs, etc. to check those groups of housing information most appropriate to needs.

T-2. To list community resources which may provide help in interpreting lease agreements, insurance policies, guarantees, contracts, mortgages, deposits, etc.

T-3. In the event of housing discrimination to be familiar with the resources open to the individual. (See Community Resources 13, T-2).

T-4. In a role-playing situation to conduct converstations involving typical relations with repairmen, sales personnel, agents and landlords.

T-5. In a role-playing situation to order the installation of a telephone and other utilities.

CE Objective 14. To know how to buy and maintain a car economically.

TASKS:

T-1. From various resources (mechanics, consumer and auto magazines), to list those aspects of a car that affect economy (motor size, car weight, amount of maintenance necessary).

T-2. Compiling a list of performance records from the same sources, to determine which cars compare most favorably.

T-3. From relevant sources to price the listed cars to determine which can best meet the individual's needs and resources.

T-4. Using the yellow pages or newspaper ads, to find garages which can perform necessary maintenance work.

T-5. Using community resources, to find establishments or clubs that teach car care and maintenance.

T-6. Using the above sources, to determine a list of parts and lubricants that can be purchased on the basis of economy from retail outlets as opposed to buying by brand name.

CE Objective 15. To become aware of the various media of exchange and to become familiar with banking services in the community.

TASKS:

T1. To determine the need for and the cost of the following: (a) money orders, (b) personal checks, (c) traveler's checks, and (d) certified checks.

T-2. Using samples, fill out the various kinds of checks listed in CE-15, T-2.

T-3. To determine the services offered by various local banks, in order to select the best checking and savings accounts in accordance with individual needs.

T-4. Using samples, to perform the following: (a) fill out deposit slips, (b) calculate an account balance given entry and withdrawal amounts.

CE Objective 16. To develop an understanding of credit systems and budgeting techniques.

TASKS:

T-1. To list advantages and disadvantages of buying on credit, and to note the consequences of failing to comply with credit agreements.

T-2. To decide what goods and services can be obtained under the various plans listed in CE-16, T-1.

T-3. Using available resources (consumer unions, Better Business Bureau, etc.), to list financing methods which may be deceptive or uneconomical to the individual.

T-4. To compute a facsimile of an application for loans and charge accounts.

T-5. To compute interest rates involved in various types of loans.

T-6. Using items of personal interest from CE-16, T-2, to list cash values and interest rates and to calculate amounts of interest for various time periods.

T-7. To select the best loan according to needs given, rates of interest and conditions of various loans.

T-8. Using rules of thumb for budget expenditures, to decide what percentage of income should be spent on ordinary and contingency items.

T-9. Using the percentages from CE-16, T-8 to determine how much can be spent on the desired credit items.

T-10. Using the individual's needs and resources as a base, to arrange a priority list of desired items that can be purchased with the percentage of income established in CE-16, T-9.

T-11. To construct a broad sample budget based on the individual's needs, desires and resources, drawing from realistic cost of living situations in the community.

T-12. Write in paragraph form the methods and precautions for keeping permanent and temporary records while using receipts, payroll slips, medical records, insurance policies, bank statements, etc.

T-13. Using samples of W-2 forms to read and to mark the figures that apply to items given by the instructor.

T-14. Using representative samples of forms, receipts, etc., to list the various necessary and beneficial items used in filling out income tax.

CE Objective 17. To identify and locate information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

TASKS:

T-1. In discussion with a resource person to determine the various kinds and sources of insurance and to know relative costs.

T-2. To decide what type and amount of auto insurance is necessary for the individual's situation.

T-3. Given a list of descriptions of various homes and their furnishings, to write the type and amount of coverage best suited to each.

T-4. Given rates and values of different types of life insurance, to choose those which best meet needs and resources.

T-5. Given a list of different health insurance plans including rates, benefits and limitations, to select the best plan according to prescribed needs and resources.

CE Objective 18. To use food stamps with economy.

T-1. To acquire basic information on buying and using food stamps effectively.

CE Objective 19. To manage a household efficiently.

TASKS:

T-1. Given a list of clothing and fabrics, to write the proper storage methods for each item listed.

T-2. In group discussion, to list the areas and the articles in the house to be cleaned and the most efficient supplies and methods for cleaning.

T-3. Using community resources, to list areas that teach the making and repairing of household items and clothing.

T-4. Using pictures or the actual items to install or connect fuses in fuse boxes, batteries in lights, radios and toys, Christmas lights.

T-5. Using community resources, to list the areas that teach simple appliance repair.

DESIGNATOR: CE-1, T-1 AREA OF KNOWLEDGE -- CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-1: To build an oral and written consumer economics vocabulary.

ENABLING OBJECTIVE T-1: To associate commonly used words and signs with pictures or diagrams that describe various areas of consumer economics (suggested areas: real estate (rent), packaged labels (food, clothing, fabric, appliances) store names, aisle markers, utilities, financial, household).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Introduce concept of producers and consumers to learners. 1-2 Collect from magazines and newspapers examples of producers and consumers and discuss with learners. 1-3 Collect and make available to learners, magazines and newspapers.	1. Collect pictures from magazines and newspapers which represent producers and consumers and categorize each. Ex.: Grocery shopper-farmer.	1-1 Teacher reference: Crank, Doris H. and Maxwell, Lyle. CONSUMER EDUCATION, GENERAL PRINCIPLES OF CONSUMER PURCHASING. Unit 1, Delta Pi Epsilon, Gustavus Adolphus College, St. Pete, Minnesota, 1970. 1-2 Magazines and newspapers. 1-3 Campbell, Sally, CONSUMER EDUCATION IN AN AGE OF ADAPTATION. Chicago: Sears Roebuck and Co., Department 702, 1971.
2. Divide class into small groups and guide discussion on producers and consumers. Check identification for accuracy.	2. In small groups, discuss and identify different pictures of producers and consumers which were collected.	2. Collected papers. Paper and pencil.
3. Arrange for resource persons to discuss wide realm of consumer goods and services.	3. Participate in discussion led by resource person on the wide realm of consumer goods and services.	3. Resource person: Home Economist from Cooperative Extension, Utility Company, Home Economics Teacher, etc.

CE-1, T-1 continued.

4. Collect and make available magazines and newspapers.	4. Collect pictures from magazines and newspapers in areas of consumer goods and services, identifying each. Ex.: food, housing, clothing, business, advertisements.	4. Magazines and newspapers.
5. Direct small groups in checking identification of areas of consumer interests and the listing of specific examples.	5. In small groups, discuss pictures collected and identified as areas of consumer interests. List examples applicable to his individual life.	5. Learner collected pictures, paper and pencils.
6. Arrange for field trips to local business for purpose of learners viewing areas of consumer interests.	6. Participate in field trips to some sites of consumer activity that are a part of the learner's lives.	6. Local community business. Ex.: banks grocery stores, department stores, real estate agents, etc.

DESIGNATOR: CE-1, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-1: To build an oral and written consumer economics vocabulary.

ENABLING OBJECTIVE T-2: To read the words used in CE-2, T-1.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Prepare list of consumer economic terms which appeared in CE-1, T-1. Distribute to learners. 1-2 Be sure each learner has dictionary.	1. Locate consumer economics words in dictionary and mark words on list provided by teacher.	1-1 Instructor-prepared list of consumer economics terms. 1-2 Dictionaries for learners.
2. Secure resource booklet for each learner. Direct reading activity.	2. Identify and mark some of these consumer economics terms in assigned reading.	2. MAKING THE MOST OF YOUR MONEY. Educational Division, Institute of Life Insurance, New York, New York, 1971.

DESIGNATOR: CE-1, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-1: To build an oral and written consumer economics vocabulary.

ENABLING OBJECTIVE T-3: To write (print and cursive) the words and abbreviations used in CE-1, T-1 and T-2.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare sentences using words from list in CE-1, T-2 leaving blanks for insertion of consumer terms by learners.	1. Complete sentences by selecting appropriate consumer terms from instructor provided list. Do this by writing words in blanks.	1-1 Instructor-made incomplete sentences. 1-2 CONSUMER ECONOMICS, ENVIRONMENTAL SURVIVAL SKILLS. New York: Mind Inc., 1969. 1-3 See resource 1-1 from CE-1, T-1. 1-4 List of words from CE-1, T-2.
2. Use pictures collected in CE-1, T-1 to present to class.	2. Write the consumer terms applicable to pictures presented by instructor. Select words from list in CE-1, T-2, Instructor Activity 1-1.	2-1 Pictures from CE-1, T-1. 2-2 List of words from 1-4 above. 2-3 Pencil and paper.

DESIGNATOR: CE-1, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-1: To build an oral and written consumer economics vocabulary.

ENABLING OBJECTIVE T-4: To spell the words used in CE-1, T-3.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Have pictures from CE-1,T-1. 1-2 Present pictures to class and check for accurate identification and spelling.	1. Write, spelling correctly, consumer terms applicable to pictures presented to class by instructor.	1-1 Pictures from CE-1, T-1. 1-2 Pencil and paper.
2. Explain desired sentence writing activity to learners. Give any assistance necessary.	2. Using consumer terms which are most applicable have the learner write sentences about his own life situation.	2-1 Pictures from CE-1, T-1 and list of words from CE-1,T-2. 2-2 Pencil and paper. 2-3 A dictionary.

DESIGNATOR: CE-2, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-2: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

ENABLING OBJECTIVE T-1: Using samples of paper and coin monies to count to various limits.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure and have available samples of paper and coin monies.	1. Recognize and/or identify the monies by name and by value of each.	1. Variety store, material and supply store, Drug store for play monies.
2. Display samples of monies with words and symbols which corresponds with each sample of money.	2. Identify symbols and words which corresponds with the correct coin or paper money.	2. Brownell, William A. and Weaver, J. Fred. TEACHING MATHEMATICS WE NEED. Boston: Ginn and Company, 1965.
3. Have discussion with learner concerning words, symbols, how they are written, money values, and how to make correct change.	3. Engage in discussion concerning words, symbols, and how symbols are written, money values and how to make change correctly.	3. ARITHMETIC SKILL TEXT. Parts A, B & C. Huntington, New York: Special Service Supply, 1970.
4. Using samples of paper and coin monies, have learners to count various amounts (or limits of money) accurately.	4. Use samples of paper and coin monies to count orally various limits and practice counting money combination.	4-1 Upton, Clifford B. and Fuller, Kenneth G. AMERICAN ARITHMETIC. New York: American Book Co., 1960. 4-2 Samples of paper and coin monies.

DESIGNATOR: CE-2, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-2: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

ENABLING OBJECTIVE T-2: Using samples of paper and coin monies to make change by mathematical operations.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain sufficient samples of paper and coin monies.	1. Make distinctions of monies and tell the corresponding values for each money name. (penny, nickel, etc.)	1. Variety store, material and supplies store, bank, toy shop for making play money.
2. Demonstrate how the value of sets of coins added together will equal to $1.00.	2. Make up sets of coins when counted together will equal $1.00.	2. Stokes, C. Newton and Others. ARITHMETIC IN MY WORLD. Boston: Allen and Bacon, Inc., 1969.
3. Demonstrate correct method of making change.	3. Demonstrate understanding of proper way to make change by expressing orally various limits.	3. HOW TO SPEND MONEY WISELY, Be Informed Leaflets, Unit 16-Part 5. Syracuse, New York: Reading Press, 1971.
4-1 Assist in setting up a make believe store. 4-2 Supervise role-playing. 4-3 Check understanding by giving oral problems to make change.	4. Through a role-playing situation, pretend to operate a store; demonstrate understanding of making change for various limits purchased from $1.00 to $100.00.	4-1 See CE-2, T-1, resource 3. 4-2 See CE-2, T-1, resource 2.
5. Secure mathematical calculators (hand operated, cost: 69¢ to $1.00).	5. Practice using calculators as a means of limiting purchases and checking accuracy of bill total.	5-1 Local school supply store or grocery. 5-2 STEPS TO MATH. 1 & 2, Austin, Texas: Steck-Vaughn Co., 1969.

DESIGNATOR: CE-2, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-2: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

ENABLING OBJECTIVE T-3: Using tables of weights applied to consumer economic examples to convert tons, pounds and ounces.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Have available tables of standard weights with symbols and words and lead a discussion of their meanings.	1. Give the common units for weight measurement and the corresponding symbols for each orally.	1-1 National Bureau of Standards, Washington, D. C. 1-2 Material and supplies from school stores, or from most mathematics books.
2. Discuss the importance of weight measurement and the relationships of the various units of weight measurement.	2. Express relationship of weight units (how many ounces are in a pound, number of pounds in a ton, etc.).	2. See CE-2, T-2, resource 2.
3. Instruct learner to list items bought and/or sold by pounds, ounces and tons.	3. Give orally several common uses of weight units and list several item bought and/or sold by each unit or combinations of units such as by pounds, ounces and tons.	3. Hunter, William F. and LaFollette, Paul L. ACQUIRING ARITHMETIC SKILLS. New York: Webster Division, McGraw-Hill Book Co., 1969.
4. Evaluate learner understanding by observation of learner converting pounds to ounces, ounces to pounds, etc.	4. From table convert several given number of pounds to ounces: ounces to pounds, pounds to tons, etc.	4. ARITHMETIC REVIEW. Workbook. Minden, Nebraska: Wrap Publishing Co., 1969.

CE-2, T-3 continued.

5. Have available symbols and pictures of the metric system.	5. Give units for weights in metric system.	5. Mathematic texts.

DESIGNATOR; CE-2, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-2: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

ENABLING OBJECTIVE T-4: Using tables of linear measures applied to specific consumer economic examples to convert yards, feet, and inches.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure table of linear measures with symbols for yard, feet and inches and lead discussion of their meanings.	1. Participate in discussion with instructor and express orally common units of linear measures; give or write the symbols for yards, feet and inches.	1-1 AMAZING STORY OF MEASURE Saginaw, Michigan: The Luflin Rule Co. 1-2 Most arithmetic text books.
2. Instruct learner to list uses of linear measures and list several items sold and/or bought by the common units such as yard, foot or inch.	2. Give common uses of linear measurements and also list items which are bought and sold by the yard, foot, inch, etc.	2. See CE-2, T-2, resource 2.
3. Discuss with learners the units of measurement and their relationships.	3-1 Compare the foot ruler with the yardstick and the number of inches in each unit. 3-2 Indicate the number of inches in a foot, in a yard, etc.	3. HISTORY OF MEASUREMENT. Ford Motor Company, Education Service, Dearborn, Michigan.
4. Evaluate by requesting learner to convert yards, feet and inches.	4. Convert yard to feet, feet to inches, inches to feet, etc.	4. See CE-2, T-3, resource 3.
5. Have available symbols and pictures of the metric system.	5. Give units for measures in metric system.	5. Mathematic texts.

DESIGNATOR: CE-2, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-2: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

ENABLING OBJECTIVE T-5: Using rulers and yardsticks to calculate the areas of surface and volumes of rooms and appliances.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure sufficient number of foot rulers and yardsticks for all learners.	1. Compare the length of the foot ruler with the length of the yardstick.	1. Hardware store, variety stores, school supply store, etc. from which to secure rulers and yardsticks.
2. Discuss and explain pertinent terms (area, volume, dimension, surface, square units, cubic units, etc.) and how to find the area and volume of the room, area of chalk board, etc.	2-1 Learn pertinent terms and their meanings; indicate understanding by oral expressions and explaining procedures of calculating area and volume.	2-1 Nicholas, Eugene and Others. 7 ELEMENTARY MATHEMATICS, PATTERN AND STRUCTURES, Holt, Rinehart and Winston, Inc., 1966.
	2-2 Practice measuring length, widths, and heights of the classroom, chalk board and other items.	2-2 PROGRAMMED MATH - A Sullivan Associates Program. New York: McGraw Hill, 1968.
3. Explain the uses of formulas: $A = L \times W$ $V = L \times W \times H$	3. Using measurements obtained in activity 2-2, work math problems using formulas for finding area and volume.	3. ----------
4. Evaluation by observation of learner's ability to calculate the area and volume of classroom and appliances.	4. Using the ruler and yardstick calculate area of parts of the classroom, and other items in room and the volume of total room and/or other items.	4. Brooks, Kenneth E. and Others. APPLYING HIGH SCHOOL MATHEMATICS. Atlanta, Georgia: Laidlow Brothers, Publishers, 1970.

CE-2, T-5 continued.

5. Have available symbols and pictures of the metric system.	5. Give units for measures in metric system.	5. Buffington, Audrey V. METERS LETERS & GRAMS. Random House Mathematics Program, Inc. New York: Random House, Inc., 1974.

DESIGNATOR: CE-2, T-6 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-2: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

ENABLING OBJECTIVE T-6: Using the terms gallons, quarts, ounces, cups, pints, etc. to calculate volumes and to convert from one measure to another.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Show and discuss foods that may be purchased in gallons, quarts, cups, ounces and pints.	1-1 Identify different size containers and discuss their relationship to each other. 1-2 Identify foods that may be purchased in these volumes.	1. Different size containers of food from home or grocery stores.
2. Have various size items available and on display with the labels clearly seen.	2. Read labels in volumes of gallons quarts, cups, ounces and pints.	2. Food containers labeled.
3-1 Discuss and demonstrate how cups or ounces are related to gallons, quarts, and pints. 3-2 Suggest relevant problems for calculation.	3. Calculate volume problems dealing with gallons, quarts, pints, cups and ounces.	3-1 Volume problems for calculation. 3-2 ARITHMETIC REVIEW BOOKS. Minden, Nebraska: Warp Publishing Co., 1968. 3-3 WHAT YOU CAN USE FOR MEASURING CUPS AND SPOONS. Auburn: Cooperative Extension Service.
4. Have available symbols and pictures of the metric system.	4. Give units for measure in metric system.	4. See resources 5, CE-2, T-5.

DESIGNATOR: CE-3, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-3: To understand the concept of sales tax and to compute percentage of income spent.

ENABLING OBJECTIVE T-1: Using samples of sales tags to calculate the total cost of items after sales taxes have been computed and added in.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss with learners the various parts of sales slips and terminology and show several examples.	1. Distinguish between the cost price and price after tax is added.	1-1 Sales tags from various stores. 1-2 Sales slips. 1-3 Cash register receipts.
2-1 Fill in several sales tickets to illustrate how final price is calculated. 2-2 Instruct learners to calculate the total cost of items after sales taxes have been computed and added in.	2-1 ---------- 2-2 Work a related problem in figuring the amount of tax on a pre-selected item.	2. Baron, Harold and Steinfield, Salomon, CLERICAL RECORD KEEPING. Cincinnati: South-Western Publishing Co., 1959.
3. Ask learners to bring in three different sales tags and tickets to class.	3. Bring sales slip of purchases actually made and explain how the total price was determined.	3. Sales slips.

DESIGNATOR: CE-3, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-3: To understand the concept of sales tax and to compute percentage of income spent.

ENABLING OBJECTIVE T-2: To show the differences between sales and income taxes, noting the concept of the individual's involvement in community maintenance and the absence of an "ability to pay" or progressive tax structure of sales tax.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Representatives from local government to show how sales tax is used.	1. Make questions ahead of time based on CE-3, T-1, to ask guest speaker.	1. Representative from local government.
2. Discuss difference between local and state sales tax.	2. Discuss the issue of taxes - sales and income, their uses and differences.	2-1 Earning Statement, Sales Slips, and Cash Register Receipts.

DESIGNATOR: CE-3, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-3: To understand the concept of sales tax and to compute percentage of income spent.

ENABLING OBJECTIVE T-3: To compute the percentage of income spent on sales tax.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain Sales Tax Table for local area from local Internal Revenue Service Office.	1. Use Sales Tax Table to estimate sales tax as computed for Income Tax purposes.	1. Sales Tax Table from Internal Revenue Service.

DESIGNATOR: CE-3, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-3: To understand the concept of sales tax and to compute percentage of income spent.

ENABLING OBJECTIVE T-4: Using the instructions to fill out sample federal and state income tax forms.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite local IRS Representative to give a lecture or lead a discussion on preparing income tax forms.	1. Participate in discussion of filling out income tax forms and ask questions.	1. Internal Revenue Service (local area), State Tax Personnel or local resource persons, (CPA, Lawyers, etc.).
2-1 Obtain and distribute sample federal and state income tax forms. 2-2 Give instructions as to the use of forms and clarify any questions the learners might have; instruct learners to read and study sample income tax form.	2-1 ---------- 2-2 Read instructions and study sample federal and state income tax forms and their instructions.	2-1 Sample federal and state tax forms obtained from states or internal revenue service. 2-2 Knauer, Virginia H. GUIDE TO FEDERAL CONSUMER SERVICES. Washington, D. C.: Division Office of Consumer Affairs, U. S. Government Printing Office, 1972.
3-1 Accumulate and reproduce data to be used in filling out tax forms. 3-2 Instruct learners to fill out sample federal and state income tax forms with supplied information.	3-1 ---------- 3-2 Fill out sample federal and state income tax forms with data supplied by instructor.	3-1 See #1-2. 3-2 Instructor pass out sheets or data.
4. ----------	4. ----------	4. See GL-7, T-1, 2, 3, & 4.

DESIGNATOR: CE-4, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-4: To be able to use a catalog to order goods.

ENABLING OBJECTIVE T-1: Using a catalog, to find needed items which may not be available in local stores.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure catalogs from various stores.	1. Look through catalog, listing items of interest that are not available locally or are difficult to locate.	1. Montgomery Ward, Sears, Penneys, etc.

DESIGNATOR: CE-4, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-4: To be able to use a catalog to order goods.

ENABLING OBJECTIVE T-2: Using the list in T-1 to note the aspects of each item which should be determined when ordering, e.g., size, weight, color.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Obtain sample order forms from various stores. 1-2 Provide yardstick, tape measure.	1. Use sample order forms to list items selected in T-1 and note all information required using tape measure, yardstick, etc. to determine size.	1-1 See CE-2, T-3, 4, 5, 6. 1-2 See CE-3, T-1. 1-3 Catalogs as in T-1. 1-4 Order forms obtained from various stores.

DESIGNATOR: CE-4, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-4: To be able to use a catalog to order goods.

ENABLING OBJECTIVE T-3: To fill out sample mail order forms to order goods selected from catalogs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure order forms from various catalogs.	1. Examine sample order form.	1-1 J. C. Penneys, Sears, Montgomery Ward, or any catalog desirable. 1-2 Order forms from various catalogs.
2-1 Explain the index of items and goods or show where to find the index. 2-2 Explain alphabetical listing.	2-1 Become familiar with the index. 2-2 Using alphabetical listing find various items in catalog.	2. See resource #1 above.
3-1 Show learner where and how to find catalog numbers and into which blanks on the order form they are to go. 3-2 Instruct learners to find the correct catalog number and insert in correct blank on order form.	3. Find various catalog numbers and insert in correct blank on order form.	3. See resource #1 above.
4. Stress importance of giving correct descriptive information on order forms and have learners fill in proper blank.	4. Fill in blanks which give description of the particular good.	4. See resource #1 above.
5-1 Show where to find the tax postage chart in catalog.	5-1 ---------- 5-2 ----------	5-1 Postage and tax chart in catalog.

CE-4, T-3 continued.

5-2 Show how to figure the correct amount for tax and postage.
5-3 Instruct learners to find and use tax and postage chart in catalog and to figure correct tax and postage.

5-3 Using tax and postage chart, total the amount of order and calculate postage and tax.

5-2 ARITHMETIC SKILL TEXTS FOR DAILY LIVING. Special Service Supply, New York, New York, 1967.

DESIGNATOR: CE-4, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-4: To be able to use a catalog to order goods.

ENABLING OBJECTIVE T-1: Using a catalog, to find needed items which may not be available in local stores.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure catalogs from various stores.	1. Look through catalog, listing items of interest that are not available locally or are difficult to locate.	1. Montgomery Ward, Sears, Penneys, etc.

DESIGNATOR: CE-4, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-4: To be able to use a catalog to order goods.

ENABLING OBJECTIVE T-2: Using the list in T-1 to note the aspects of each item which should be determined when ordering, e.g., size, weight, color.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Obtain sample order forms from various stores. 1-2 Provide yardstick, tape measure.	1. Use sample order forms to list items selected in T-1 and note all information required using tape measure, yardstick, etc. to determine size.	1-1 See CE-2, T-3, 4, 5, 6. 1-2 See CE-3, T-1. 1-3 Catalogs as in T-1. 1-4 Order forms obtained from various stores.

DESIGNATOR: CE-5, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-5: To be able to use consumer guides to determine the best buys for the money.

ENABLING OBJECTIVE T-1: Using consumer guides to write the initial cost for selected items.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain various copies of buying guides from library, friends, etc.	1. Select items of interest from the consumer guides.	1-1 CONSUMER BUYING GUIDE. Better Business Bureau. A. J. Benjamin Company, New York. 1-2 "Consumer Reports," Mt. Vernon, New York (magazine), 10550.
2. Help learners to locate items of interest in the buying guide.	2. List the initial cost of 10 selected items.	2. See resource #1 above.

DESIGNATOR: CE-5, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-5: To be able to use consumer guides to determine the best buys for the money.

ENABLING OBJECTIVE T-2: Using consumer guides to list the average amount of repair-free use for items listed in CE-5, T-1.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Distribute to learners the list of selected items from CE-5, T-1.	1-1 ------------	1-1 Selected items in CE-5, T-1.
1-2 Using consumer guides, instruct learners to list the average amount of repair-free use for items listed in CE-5, T-1.	1-2 Using list in CE-5, T-1, list average amount of repair-free use for each item, based on information found in consumer guides.	1-2 "Consumer's Report," (monthly issue or yearbook), Orangeburg, New York.
		1-3 Any business math book for figuring averages.

DESIGNATOR: CE-5, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-5: To be able to use consumer guides to determine the best buys for the money.

ENABLING OBJECTIVE T-3: Using the facts for selected items listed in CE-5, T-1 and T-2 to choose the best buy determined by initial cost, durability and estimated repair costs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide list of selected items in CE-5, T-1, giving initial cost, durability and estimated repair costs.	1. Using list in CE-5, T-1 and T-2 which gives the selected items listing initial cost and average cost of repair, to choose the best buy.	1. Information provided in CE-5, T-1 and T-2.
2. Provide available materials needed for listing on chalk board the consumer choices and alternatives.	2. List choices on board.	
3. Lead discussion of the various choices.	3. Participate in discussion of various choices. Learners might tell why they would choose one item over another.	

DESIGNATOR: CE-5, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-5: To be able to use consumer guides to determine the best buys for the money.

ENABLING OBJECTIVE T-4: Using consumer guides to read and select best buys in relation to one's budget and needs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure various types of consumer guides and distribute to learners.	1. Review and become acquainted with consumer guides.	1. Consumer guides used in CE-5, T-1. TEACHING TOOLS FOR CONSUMER ED, A monthly service from Consumers Union. Consumer Reports. 256 Washington St., Mt. Vernon, New York 10550.
2. Explain the meaning of a consumer guide.	2. Participate in class discussions of definitions, types and value of consumer guides.	2. See resourse #1.
3. Direct learner activity in selecting items and reading the information relating to them from consumer guides.	3. Select several items of interest and read information about these items in consumer guides.	3. See resource #1.
4. Bring newspaper to class to show the price of items listed in consumer guides compared with prices in newspaper on local level.	4. Have learners to compare price of items listed in newspaper with the prices listed in the consumer guides.	4. Local newspapers.
5. Plan class activities around the monthly issue of CONSUMER REPORTS and TEACHING TOOLS.	5. ----------	5. See resource #1.

DESIGNATOR: CE-6, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-6: To be aware of factors that make costs higher in some stores and to be able to determine the most economical places to shop.

ENABLING OBJECIVE T-1: To determine how large volume stores can sell products at a lower price than smaller stores.

INSTRUCTOR ACTIVITY	LEARNER OBJECTIVE	RESOURCES
1. Contact a local wholesale for distribution and ask him to speak to the class on prices of high volume versus low volume purchases by stores.	1. Question speaker about stores of particular interest: are they high volume or low volume.	1. Local wholesale distributors.

DESIGNATOR: CE-6, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-6: To be aware of factors that make costs higher in some stores and to be able to determine the most economical places to shop.

ENABLING OBJECTIVE T-2: To write shopping list for food and household necessities.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Instruct learners to make a shopping list of food items and household necessities.	1-1 Write a shopping [illegible] listing actual items needed. Grou[illegible]s in list according to meats, dairy pr[illegible]ucts, breads etc. 1-2 Classify items according to food and non-food items (household necessities). 1-3 Learners compare prices found in newspaper.	1. Shopping list prepared by each learner.
2. Bring different local newspapers to class.	2. ----------	2. Local newspapers.

DESIGNATOR: CE-6, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-6: To be aware of factors that make costs higher in some stores and to be able to determine the most economical places to shop.

ENABLING OBJECTIVE T-3: Using prepared shopping list to write the prices of items in several different stores and to note the type of store (wholesale, retail, etc.) and whether the store has trading stamps.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Arrange for field trip to various grocery stores in order for learners to observe prices, etc. 1-2 Prepare a handout which lists several items with corresponding columns for the listing of: 3-different prices the type of store whether the stores have stamps.	1-1 Participate in field trip, observe and and collect prices. 1-2 With the given handout as reference, write the prices of several different items, the type of stores, and whether the stores have trading stamps in their corresponding columns. The information will be obtained from the daily or weekly newspaper.	1-1 Field trip to various stores. 1-2 Handout provided by instructor. 1-3 Daily or weekly newspaper.
2. Suggest questions which will promote the learner participation in an open discussion concerning "where bargains can be obtained."	2. Discuss what store you would shop and why.	2. Crank, Doris H. and Maxwell, Lyle. BUYING GOODS. St. Peter, Minn.: Delta Pi Epsilon, Gustavus Adolphus College, 1970.

DESIGNATOR: CE-6, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-6: To be aware of factors that make costs higher in some stores and to be able to determine the most economical places to shop.

ENABLING OBJECTIVE T-4: Using odometer and gallons of gasoline figures to calculate gas mileage for private cars.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Prepare and distribute instructor-made handout showing two labeled speedometers including odometers with different mileage readings. 1-2 Assist learners in calculating mileage difference between odometer readings.	1-1 Look for unfamiliar terms used in the handout material. 1-2 Calculate mileage difference between odometer readings.	1-1 Instructor-made handout. 1-2 Pictures of car dashboards from local new car dealers showing various speedometer and odometer arrangements.
2-1 Reproduce handout on chalk board or overhead projector. 2-2 Discuss terms speedometer, odometer, mileage, etc. with class. 2-3 Calculate mileage difference from Learner Activity 1-2 for class.	2-1 Take part in instructor led discussion. 2-2 During the discussion, point out difficulties in terminology or calculating mileage. 2-3 ----------	2. Chalk board and/or overhead projector.
3-1 Make and distribute sheets of sample problems giving figures for miles traveled on a given number of gallons of gas. 3-2 Work first problem for class, allowing them to work at the same time and ask questions.	3-1 Work problem one from work sheet with instructor answering questions about those aspects not understood. 3-2 Continue to work remaining problems asking for instructor assistance if necessary.	3-1 Instructor-made problem sheet. 3-2 Chalk board or overhead projector.

CE-6, T-4 continued.

4-1 Have learners keep mileage and gallons of gas records for two tanks of gas in order to calculate mileage.	4-1 Keep records on mileage and gallons of gasoline for next two tanks of gas.	4-1 Learner records on mileage and gallons of gasoline.
4-2 Plan follow-up session to review records and calculations.	4-2 Calculate gas mileage for own car.	4-2 Weiland, Robert G. and Woytek, Steve J. MATHEMATICS IN LIVING-BOOK TWO WAGES AND BUDGETS. Boulder, Colorado: Pruett Press, Inc., 1970.
	4-3 Bring mileage and gas records and calculations to follow-up session and discuss with class.	

DESIGNATOR: CE-6, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-6: To be aware of factors that make costs higher in some stores and to be able to determine the most economical places to shop.

ENABLING OBJECTIVE T-5: To calculate the cost from a point to the store mentioned in CE-6, T-3 by several means of public transportation and private transportation.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Make a list of various means of local public transportation and secure rate schedules for each. 1-2 Lead class discussion placing local public transportation methods on board or overhead projector as listed by learners.	1. In class discussion, list the various means of transportation available by which one may travel from one's home to local stores.	1-1 List of various means of public transportation. 1-2 Chalk board or overhead projector.
2-1 Furnish rate schedules of local public transportation for class. 2-2 Find distance from class to store. 2-3 Show class how to calculate cost of transportation from the various rate schedules and instruct class to calculate the cost of transportation.	2-1 ---------- 2-2 ---------- 2-3 Use rate schedules and distance furnished by instructor to compute cost of each method of transportation from your classroom to the store.	2. Rate schedules of local public transportation.
3-1 Furnish class with several gas mileage figures for private cars as in CE-6, T-4 and an approximate cost of gasoline per gallon. 3-2 Instruct learners to calculate the cost of driving a private car from class to store.	3-1 ---------- 3-2 Calculate the cost to drive a private car from class to the store using the figures furnished by the teacher. 3-3 Do the same for his own car using	3-1 Current gasoline prices. 3-2 Learner activity 4-1 from CE-6, T-4. 3-3 See CE-6, T-4.

DESIGNATOR: CE-6, T-6 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-6: To be aware of factors that make costs higher in some stores and to be able to determine the most economical places to shop.

ENABLING OBJECTIVE T-6: Using the prices in CE-6, T-3, T-4 calculate the cheapest places to shop from a given point.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare and distribute instructor-made handout showing cost calculated in CE-6, T-5 of transportation both public and private from the class to store mentioned in CE-6, T-3.	1. Use handout to list the various local public and private transportation methods according to cost from least expensive.	1-1 Learner activities 2 and 3 from CE-6, T-5. 1-2 Instructor-made handout.
2. Prepare and distribute instructor-made handout showing information written in CE-6, T-3.	2. List the stores mentioned on handout in order in which he believes would be the cheapest to the most expensive in which to shop.	2-1 Learner activities from CE-6, T-3. 2-2 Instructor-made handout.
3. Lead discussion pointing out transportation costs as part of the cost of shopping.	3-1 Participate in instructor-led discussion. 3-2 Revise list from activity 2 taking transportation costs into consideration.	3. List from learner activity 2.

DESIGNATOR: CE-7, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-7: To be aware of the differences in price and quality between brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

ENABLING OBJECTIVE T-1: Using lists of common items (food, gasoline, dry goods, etc.) to write the various brand names and their prices and quantity from labels in a given store.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make arrangement with the manager of a specific store for the purpose of a class field trip to the store.	1. Participate in field trip to a specific store, as arranged by instructor.	1-1 CE-6, T-2 and T-3. 1-2 Field trip to a store.
2-1 Prepare a handout which has a list of common items and corresponding columns for the listing of: (a) Brand names (b) Prices (c) Quantity 2-2 Instruct learners to write in the required information.	2-1 ---------- 2-2 On the list of common items provided by instructor, list in the appropriate columns the price, quantity and brand names from the labels of the given items.	2-1 Handout prepared by the instructor. 2-2 Merchandise observed at store.
3. Suggest questions which will promote discussion.	3. Take part in an open discussion related to "the importance of labels and how they influence buying habits." Include in discussion difference in costs of different brand names, varying quantities contained in the items.	3. Stephen, S. Uduari, and Laible, Janet. BUYING GOODS, Dallas: Steck-Vaughn Company, 1973.

DESIGNATOR: CE-7, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-7: To be aware of the differences in price and quality between brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

ENABLING OBJECTIVE T-2: Using the list in CE-7, T-1 to calculate the difference in price between brands for equal quantities of the same item.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare a handout which has like items from T-1. These items will be different in brand names and price, but contain the same quantities.	1-1 Using completed handout in T-1, calculate the price per unit between brands, recognizing the difference. 1-2 Choose like items of different brand names, different prices, but some quantities and subtract to find the difference in price.	1-1 Handout provided by teacher completed by learners in CE-7, T-1. 1-2 See CE-6, T-2. 1-3 ----------
2. Suggest questions which will encourage the learner to participate in an open discussion. Questions related to shopping value--by quantity, price and brand names.	2. Discuss the items that appear to be the best buys.	2. ----------

DESIGNATOR: CE-7, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-7: To be aware of the differences in price and quality between brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

ENABLING OBJECTIVE T-3: Using the quantities and prices of different sizes for a given brand to calculate the price per unit to determine the difference in price per unit.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Prepare a handout which has a listing of items with their total quantities and price, this may be prepared from learner collected information from T-1.	1-1 From handout provided by instructor calculate the price per unit of different sizes of the given brands to determine the difference in price per unit.	1-1 Handout provided by instructor from student collected information on price.
1-2 Assign problem exercise related to the mathematical process of division.	1-2 Complete problems related to division.	1-2 Weiland, Robert and Woytek, Steven. MATHEMATICS IN LIVING, BOOK ONE BUYING. Colorado: Pruett Press, 1970.
	1-3 By dividing the total quantity into the total cost, calculate the price per unit for different size containers.	1-3 Hunter, William F. and Lafollette, Pauline L. THE LEARNING SKILLS SERIES: ARITHMETIC. New York: McGraw-Hill Book Company, 1969.
2. Lead a discussion of what would be the best buy determined by completing handout.	2. Discuss which would be the best buy.	2. ----------

DESIGNATOR: CE-7, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-7: To be aware of the differences in price and quality between brand names and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

ENABLING OBJECTIVE T-4: Using the list in CE-7, T-2, to mark the brand of each item preferred by the individual and to mark those items for which there is no preference.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. ----------	1. Mark items on list from CE-7, T-2 that are individually preferred.	1. List from CE-7, T-2.
2. Obtain issues of CONSUMER REPORTS related to items listed.	2. Refer to appropriate issues of CONSUMER REPORTS for ratings of those items on list, noting especially "Best Buy" items which are high in quality and low in cost.	2. CONSUMER REPORTS.
3. ----------	3. ----------	3. See CE-5.

DESIGNATOR: CE-7, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-7: To be aware of the differences in price and quality between brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

ENABLING OBJECTIVE T-5: Using the list in CE-7, T-4, to mark those instances in which the individual feels that he might have been motivated to use a given brand or standard of quality because of advertising, gimmickry, experience, public values or aesthetics.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss the different reasons for buying particular items.	1. Following discussion of motives for selection, to vote why individual makes certain selections.	1. List from CE-7, T-4.
2. ----------	2. ----------	2. See CE-10.

DESIGNATOR: CE-7, T-6 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-7: To be aware of the differences in price and quality between brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

ENABLING OBJECTIVE T-6: To note instances where economy items can be substituted for quality items without affecting the individual's preferences, (e.g., powdered milk for fresh milk).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Aid learners in comparing items and selecting an economical substitute.	1. Decide whether a less expensive item would be a satisfactory substitute for that usually purchased.	1. List from CE-7, T-5.
2. Obtain resources which will aid in the use of economy items.	2. Select one item (e.g., powdered milk instead of whole milk, or a less expensive brand of some food) and try it out in your home for comparison.	2. See CE-9.
3. ----------	3. ----------	3. CONSUMER REPORTS.
4. ----------	4. ----------	4. THRIFTY FOODS FOR THRIFTY FAMILIES. Food and Nutrition Service: USDA, Washington, D. C.
5. ----------	5. ----------	5. Cooperative Extension Service: Leaflets on food substitutes and recipes.

DESIGNATOR: CE-8, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-8: To know the various methods by which goods are packaged and to know which methods are cheaper and which are best in terms of quality and storage.

ENABLING OBJECTIVE T-1: Using a list of items, to list various ways each item can be packaged (e.g., fresh vs. canned vs. frozen, individual packages vs. bulk packages, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in listing commonly used items and ways they may be packaged.	1. List most commonly used items (food, cleaning supplies, motor oil, etc.) and various ways they may be packaged (as deodorant in jar, spray can, etc.).	1. Magazines with pictures may help to stimulate ideas.

DESIGNATOR: CE-8, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-8: To know the various methods by which goods are packaged and to know which methods are cheapest and which are best in terms of quality and storage.

ENABLING OBJECTIVE T-1: Using a list in CE-8, T-1, to construct a chart, including the packaging methods, net weight or volume, unit price and brand name for each item listed.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in preparing chart as above.	1. Prepare chart as suggested and fill it in for several items after a trip to the store or using items in CE-6 and CE-7.	1. Paper for chart.
2. ----------	2. ----------	2. Local stores and/or the lists from CE-6 and CE-7.

DESIGNATOR: CE-8, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-8: To know the various methods by which goods are packaged and to know which methods are cheapest and which are best in terms of quality and storage.

ENABLING OBJECTIVE T-3: In discussion with a resource person (home demonstration agent, etc.), to rate various packaging methods in terms of quality, individual taste, nutrition (in the case of foods) and convenience.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite local home demonstration agent to discuss this task in relation to items of interest listed in CE-8, T-1.	1. Take notes on talk by agent as basis for CE-8, T-4.	1. Cooperative Extension Service, Home Demonstration Agent.

DESIGNATOR: CE-8, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-8: To know the various methods by which goods are packaged and to know which methods are cheapest and which are best in terms of quality and storage.

ENABLING OBJECTIVE T-4: Using the list in CE-8, T-1 and the ratings in CE-8, T-3 to select the best packaging methods for the items listed based on individual needs and resources.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in selecting best packaging methods.	1. Using information from CE-8, T-1 T-2, and T-3, to select best packaging methods for items listed.	1. CE-8, T-1, T-2, and T-3.

DESIGNATOR: CE-8, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-8: To know the various methods by which goods are packaged and to know which methods are cheapest and which are best in terms of quality and storage.

ENABLING OBJECTIVE T-5: To determine the best ways to store the various categories of foods listed.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion about foods uses in home.	1. Prepare list of foods used in the home.	1. Transparencies from home economics instructor.
2. Propose question about these foods that should be stored alike.	2. Organize list into related foods (foods to be stored in like manner).	2. Food storage resource book.
3. Lead discussion on proper methods and procedures for maintaining nutritional value in storing foods.	3. Discuss the proper methods and procedures for maintaining nutritional value in storing foods.	3. Food-Nutrition resource book; Food preparation book.
4. Provide samples of storage materials and briefly discuss the uses of each.	4. View different storage materials.	4. Storage materials, ie. containers, wrappers, etc.
5. Lead discussion on various storage methods and their importance.	5. Compare various storage methods and their importance.	5. See resources #2.
6. Contact various resource persons to discuss storage of food.	6. Listen to resource persons demonstrating different methods of storing and write the proper methods for storage each food listed.	6. Resource people such as home demonstration agent of county, home economics instructor and home economist from power company.

CE-8, T-5 continued.

7-1 Distribute a list of uncooked and left-over foods.	7-1 ----------	7. Instructor-made list of uncooked and left-over foods.
7-2 Instruct learners to write the proper storage methods of each item listed in 7-1.	7-2 Using knowledge learned in this task, write the proper storage methods for each item on instructor-made list of foods.	

DESIGNATOR: CE-8, T-6 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-8: To know the various methods by which goods are packaged and to know which methods are cheapest and which are best in terms of quality and storage.

ENABLING OBJECTIVE T-6: To meet with a resource person (engaged by the instructor) to discuss grades and quality of meat.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure from Cattlemans Association pamphlets on grades and quality of meat for each student; distribute.	1. Read and study pamphlets on meat.	1. Pamphlet received from Cattleman's Association.
2. Make arrangements with local cooperative extension service home economist for the purpose of discussing grades and quality of meat with class.	2. Participate in discussion with resource person and instructor.	2. Home Economist from local Cooperative Extension Service.

DESIGNATOR: CE-9, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-9: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

ENABLING OBJECTIVE T-1: Using newspapers, magazines, resource persons, to list various reasons stores have sales.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. In small groups of 2 or 3 persons, have learners list all the reasons they know that stores have sales.	1. With 2 other people, list reasons for stores having sales.	1. Newspapers.
2. ----------	2. Compare list with those of other groups.	2. Catalogs.
3. ----------	3. Add any additional reasons to total list.	3. ----------

DESIGNATOR: CE-9, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-9: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

ENABLING OBJECTIVE T-2: Using several advertisements from a newspaper to choose those which advertise seasonal goods.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Have newspaper for each learner. 1-2 Conduct a discussion defining the term "seasonal goods" and help identify those types of goods which are seasonal (food, clothing, appliances, etc.).	1-1 ---------- 1-2 Participate in instructor led discussion and ask questions about those items or goods not fully understood.	1-1 CONSUMER ECONOMICS: ENVIRONMENTAL SURVIVAL SKILLS. New York: Mind, Inc., 1969. 1-2 ENVIRONMENTAL SURVIVAL SKILLS. New York: Mind, Inc., 1969.
2-1 Prepare instructor-made handout consisting of a table with columns for each type of seasonal good. 2-2 Have learners list as many items as they can in each column.	2-1 ---------- 2-2 Use handout to list in the appropriate column as many seasonal goods of each type as possible.	2. Instructor-made handout.
3-1 Provide each learner a newspaper. 3-2 Have learners find and list as many advertisements as possible which advertise seasonal goods.	3-1 ---------- 3-2 Based on knowledge gained from learner activities and resources, identify and list advertisements in newspaper which advertise seasonal goods.	3-1 Newspapers. 3-2 Table from learner activity 2-2.

DESIGNATOR: CE-9, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-9: To be able to take advantage of sales by knowing where to find them by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

ENABLING OBJECTIVE T-3: Using a calendar to mark the times when seasonal items from a prepared list would be on sale.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Re-identify what is meant by seasonal goods from CE-9, T-2. 1-2 Conduct discussion concerning when seasonal goods may be purchased and when would be the most advantageous time to make such a purchase.	1-1 Review work from CE-9, T-2. 1-2 Take part in instructor-led dialogue. 1-3 Ask questions about those concepts not understood.	1-1 See CE-9, T-2, #1-1. 1-2 See CE-9, T-2, #1-2.
2-1 Distribute instructor prepared list of seasonal goods from CE-9, T-2. 2-2 Provide each learner with a calendar. 2-3 Instruct learners as how to mark on their calendars the times when seasonal items would be on sale.	2-1 ---------- 2-2 ---------- 2-3 Use instructor prepared list of seasonal goods and calendar to mark those times when seasonal items from the list may be purchased, placing an asterick when purchases are most advantageous.	2-1 Instructor prepared handout and list of seasonal goods. 2-2 Calendar (many local businesses will furnish calendars).

DESIGNATOR: CE-9, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-9: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

ENABLING OBJECTIVE T-4: Using ads from the sources listed above, to demonstrate the savings between the sale and non-sale prices.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assign learners one or two items from above list to find out usual and sale price.	1. Visit or telephone local stores to check on sale and non-sale price of several items.	1. Local stores.
2. ----------	2. Compare list with those of other learners, noting savings on sale items.	2. Newspaper ads.

DESIGNATOR: CE-9, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-9: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

ENABLING OBJECTIVE T-5: If applicable, using lists of grocery items, to write sale and non-sale prices, for a period of time suggested by the instructor, for items at the store(s) where the individual usually shops.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Instruct learners to check prices of several items from CE-6 and CE-7 for sale and non-sale prices over a period of 2-3 months.	1. Choose 2 or 3 items to note prices over period of 2-3 months.	1. Lists of foods from CE-6 and CE-7
2. Help learners construct a simple graph to illustrate price changes observed.	2. Discuss trend of prices -- perhaps construct a simple line graph to illustrate changes.	2. Local food stores.
3. ----------	3. ----------	3. Math book containing simple line graph.

DESIGNATOR: CE-9, T-6 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-9: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

ENABLING OBJECTIVE T-6: Using a list of perishable grocery items, to write when the price of each item will be reduced because of aging, the regular price of the items, the reduced price, and to describe the quality of the item at the time of price reduction.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Contact local Extension Service and Consumer Protection Office for up-to-date information on shelf-life of perishable items.	1. Using previous list, choose several items that are perishable (bread, cereal flour, vegetables, etc.) and check the packages for dates after which they may not be sold as fresh.	1. Local Cooperative Extension Service Office.
2. Bring fresh and day-old bread for sandwiches. Have learners try each without knowing which is which.	2. Compare fresh price with reduced price.	2. Local Consumer Protection Service.
3. ----------	3. Compare day-old bread in a sandwich with fresh bread as an example of testing quality.	3. Day-old bread store.

DESIGNATOR: CE-9, T-7 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-9: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality and by being able to determine which are of worthwhile value to the individual.

ENABLING OBJECTIVE T-7: Using various sale prices, to illustrate the savings, in terms of fractions and percentages, from buying the item on sale.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Demonstrate calculations used for finding percentage and fraction of savings in comparing sale with non-sale items.	1. Using previous prices, to calculate savings in terms of fractions and percentages.	1. BASIC ESSENTIALS OF MATHEMATICS, Books 1 and 2. Steck-Vaughn, Austin, Texas.

DESIGNATOR: CE-10, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-10: To be aware of advertising practices, to the extent of recognizing appropriate and inappropriate forms of advertising.

ENABLING OBJECTIVE T-1: To locate various kinds of ads and analyze ads in terms of appeal to the prospective customer.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Instruct learners to bring magazines, newspapers, mail order ads, etc. to class.	1. Locate different ads that you like/or that tempt you to purchase an item. Discuss why you think they are effective.	1. Newspapers.
2. ----------	2. ----------	2. Magazines.
3. ----------	3. ----------	3. Mailed advertisements.
4. ----------	4. ----------	4. T.V.

DESIGNATOR: CE-10, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-10: To be aware of advertising practices, to the extent of recognizing appropriate and inappropriate forms of advertising.

ENABLING OBJECTIVE T-2: In group discussion to list several gimmicks used in sales and advertising and to know where bad advertising practices may be reported.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure and distribute information, such as leaflets, pamphlets or magazines concerning "quickie sales," or "get rich quick" schemes.	1-1 ------------	1-1 Leaflets, pamphlets magazine articles, sales gimmicks.
1-2 Lead discussion of learners personal experiences of being victims of gimmicks.	1-2 Discuss some personal experiences of having been gypped by persons using gimmicks.	1-2 "20" Ways Not To Be Gypped" A Scriptographic Booklet. Greenfield, Mass.: Channing L. Bete Co., Inc., 1969-73.
2. Secure resource person to talk with learners about gimmicks used in sales and advertising.	2. A list of gimmicks used in sales will be developed from the group discussion and the resource person.	2. Resource person from Better Business Bureau, Legal Aid Society, O.E.O., Legal Services Agency, State and Federal Consumer or Lawyer.
3. ------------	3. Discuss ways of reporting bad advertising practices to the agencies listed in resource 2.	3. ------------

DESIGNATOR: CE-10, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-10: To be aware of advertising practices, to the extent of recognizing appropriate and inappropriate forms of advertising.

ENABLING OBJECTIVE T-3: In role-playing situations to imitate several types of techniques used by sales persons.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite salesperson to be a resource person.	1. ----------	1. Resource salesperson.
2. Lead discussion on sales techniques used by salesperson.	2. Participate in discussion.	2. ----------
3. Suggest that learners watch TV commercials and other sales techniques.	3. Watch TV commercials, read newspapers and magazines and observe salespersons in stores for sales ideas.	3. TV, newspapers, magazines, salespersons in stores.
4. Assist learners in role-playing.	4. Role-play several types of sales techniques.	4. ----------

DESIGNATOR: CE-10, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-10: To be aware of advertising practices, to the extent of recognizing appropriate and inappropriate forms of advertising.

ENABLING OBJECTIVE T-4: To be able to read and understand advertising charts, graphs, etc. used to express the merits of the product.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Using resources from CE-10, T-1, find charts, graphs in ads and have learners explain what these mean.	1. Look for charts, graphs. Study them and choose one to explain to the class.	1. See resource in CE-13, T-1.
2. Bring appropriate CONSUMER REPORTS dealing with advertisements.	2. ----------	2. CONSUMER REPORTS - various recent issues dealing with ads.

DESIGNATOR: CE-11, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-11: To be able to order food and to know how to tip in a restaurant.

ENABLING OBJECTIVE T-1: Using a sample menu to determine the total price of a meal and price per individual when in a group situation.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure menus from local restaurants.	1. Select and list meals with prices from menus for a total of 3, 4, and 5 people.	1. Menus from local restaurants.
2. Demonstrate the mathematical calculations of addition for totaling the entire meal cost.	2. Calculate the price of a meal for 3 people, for 4 people and 5 people by adding the prices from the list compiled in learner activity #1.	2. Same as #1 above.
3-1 Demonstrate the mathematical calculation of percentages for determining the cost of taxes on a meal. 3-2 Aid students in calculating tax costs on meals.	3. Calculate the taxes according to local rates for each total meal cost.	3. Paisky, Larry M. MATHEMATICS FOR EMPLOYMENT. Part 2. Johnstown, Penn.: Mafex Associates, Inc., 1970.
4. ----------	4. ----------	4. See CE objective 3, T-1.

DESIGNATOR: CE-11, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-11: To be able to order food and to know how to tip in a restaurant.

ENABLING OBJECTIVE: T-2: Using the prices from CE-11, T-1 to approximate the amount of tip that would be expected. To define tipping as a reward for especially good service.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss tipping etiquette with learners.	1. Participate in discussion of tipping etiquette.	1. Menus, chart.
2. Make and produce a chart showing the amount of tip expected for different amounts spent.	2. ----------	2. Local restaurant association will furnish pamphlets relating to tipping.
3. Instruct learners to calculate the amount of tip that would be expected based on prices from resource #1.	3. Perform match calculations of percentage necessary for tipping using prices from CE-11, T-1.	3. Rosenberg, Robert R. and Lewis, Harry. BUSINESS MATHEMATICS. New York: McGraw-Hill Book Co., 1968.

DESIGNATOR: CE-11, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-11: To be able to order food and to know how to tip in a restaurant.

ENABLING OBJECTIVE T-3: To discuss the notion of "restaurant intimidation" wherein an individual feels prompted to buy an expensive meal, or is embarassed to ask for a description of an unfamiliar item.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Recall some personal occasions when intimidated in a restaurant.	1. When instructor presents personal experiences, recall in discussion times of embarrassment in a restaurant setting.	1. See CE-7, T-4.
2. Suggest various situations for the learners to role-play.	2. Role-play some situations which might occur in a restaurant.	

DESIGNATOR: CE-12, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishings (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-1: To identify types of stores in a neighborhood (discount, home furnishing, chain stores such as Sears, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Bring in local newspapers and telephone book.	1. Use resources to list types of stores available in your neighborhood or where you usually shop.	1. Newspapers.
2. ----------	2. ----------	2. Telephone book.

DESIGNATOR: CE-12, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-2: In group discussion to list the needs of various members of a household (food, clothing, space).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Collect pictures from magazines etc. to stimulate discussion of needs of members of household. 1-2 Conduct discussion and brainstorming periods to assist learners in compiling lists of needs of various members of a household. Ex: Amounts and types of food needed by persons of different ages and different physical activities.	1-1 Participate in discussion of special needs of various household members. 1-2 List needs of various members of of a household. Ex: Amounts of food required by persons of different ages, physical activities, clothing required by persons of different ages and sizes and physical activities, etc.	1. Any type of publication with pictures of households and members of a household.
2. Assist learners in using resources in order to list needs of various members of a household.	2. Use resource materials to aid in determining lists of needs of various household members.	2-1 Crank, Doris H. and Maxwell, Lyle. BUYING GOODS---FOOD (Unit 4: Part 1). St. Peter, Minn.: Delta Pi Epsilon, Inc., Gustavus Adolphus College, 1970. 2-2 FOUR STEPS TO GOOD EATING. HE-49. Cooperative Extension Service, Auburn, Alabama: Auburn University, 1972. 2-3 Spitz, Hazel T. and Rotz, Patricia H. WE ARE WHAT WE EAT. Austin, Texas: Steck-Vaughn Company, 1966.

CE-12, T-2 continued.

2-4 Ahrens, Richard A. NUTRITION FOR HEALTH. Belmont, California: Wadsworth Publishing Company, Inc., 1970.

2-5 Crank, Doris H. and Maxwell, Lyle. BUYING GOODS---CLOTHING (Unit 4: Part 2). St. Peter, Minn.: Delta Pi Epsilon, Inc., Gustavus Adolphus College, 1970.

2-6 Udvari, Stephen S. and Laible, Janet. BUYING GUIDES. Austin, Texas: Steck-Vaughn Company, 1973.

2-7 Crank, Doris H. and Maxwell, Lyle. HOUSING (Unit 8). St. Peter, Minn.: Delta Pi Epsilon, Inc., Gustavus Adolphus College, 1970.

2-8 Crank, Doris H. and Maxwell, Lyle. BUYING GOODS---HOUSEHOLD FURNISHINGS AND APPLIANCES. St. Peter, Minn.: Delta Pi Epsilon, 1970.

2-9 Crank, Doris H. and Maxwell, Lyle. INSTRUCTOR'S HANDBOOK: PROGRAMMED LEARNING INSTRUCTION IN CONSUMER EDUCATION. St. Peter, Minn.: Delta Pi Epsilon, Gustavus Adolphus College, 1970.

CE-12, T-2 continued.

2-10 ______________. MONEY MANAGEMENT LIBRARY. Chicago: Money Management Institute, Household Finance Corporation, 1950-68.

2-11 ______________. VOCATIONAL INSTRUCTIONAL MATERIALS FOR HOME ECONOMICS AVAILABLE FROM FEDERAL AGENCIES. Portland, Oregon: Northwest Regional Educational Library, 1971.

2-12 Campbell, Sally R. CONSUMER EDUCATION IN AN AGE OF ADAPTATION. Chicago: Consumer Information Services of Sears, Roebuck, and Co., 1971.

2-13 Better Business Bureau. CONSUMER'S BUYING GUIDE-HOW TO GET YOUR MONEY'S WORTH. New York: A Benjamin Company-Rutledge Book Co., 1969.

DESIGNATOR: CE-12, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-3: Using lists of articles of furniture, appliances and other household items, to label those which are essential and luxury based on individual needs and resources.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Arrange field trip to a furniture store for learners to see essential and luxury furniture items.	1. Participate in field trip to furniture store.	1. Furniture store.
2. Assist learners in listing various situations in which a family may find itself.	2. Using compiled list of needs of household members in T-2, list 6 situations in which a family may find itself.	2. List of needs of household members compiled by learners in CE-12, T-2.
3. Assist learners in listing required number of luxury and essential furniture prices.	3. List 10 pieces of furniture, appliances, etc. (using list in CE-12, T-2 and recalling furniture seen in furniture store) which the learner considers as essential items and 10 pieces of furniture which the learner considers as luxury items.	3. Recall of furniture seen in furniture store while on field trip.
4. Conduct class discussion of given family situations in considering both essential and luxury furniture.	4. Participate in class discussion of given family situations and essential and luxury furniture.	4. Crank, Doris H. and Maxwell, Lyle. BUYING GOODS---HOUSEHOLD FURNISHINGS AND APPLIANCES. Unit 4: Part 3. St. Peter,

CE-12, T-3 continued.

		Minn.: Delta Pi Epsilon, Inc., Gustavus Adolphus College, 1970.
5. Utilize available resources and assist learners in using resources.	5. Utilize resources available to help in determining essential and luxury articles of furniture.	5. ________. MONEY MANAGEMENT-YOUR HOME FURNISHINGS DOLLAR. Chicago: Money Management Institute, Household Finance Corporation, 1963.
6. ----------	6. ----------	6. ____________. MONEY MANAGEMENT LIBRARY. Chicago: Money Management Institute, Household Finance Corporation, 1950-68.

DESIGNATOR: CE-12, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-4: Using the price listed in catalogs and newspapers of new and used furniture and appliances to compare the prices.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure catalogs (mail-order and circular leaflets) having prices of new and used furniture and newspapers having ads for new furniture and appliances as well as used furniture and appliances. 1-2 Assist learners in compiling lists of required numbers of furniture and appliances and the prices of each.	1. Make a list of 10 each of new and used furniture and appliances and their prices using catalogs and newspapers advertisements for new articles, and using newspaper want-ad for used articles.	1. Catalogs, newspapers, and want-ads having new and used furniture and appliances for sale.

DESIGNATOR: CE-12, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-5: To calculate the difference in prices of new and used furniture listed in catalogs and newspapers.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in using information in CE-12, T-4 to make lists of new and used furniture and their prices.	1. Using information in CE-12, T-4, make a list of "like-pieces" of new and used furniture and their respective prices.	1. Information in CE-12, T-4.
2. Use available resources to assist learners in calculating differences between like-types of new and used furniture.	2. Use available resources to help in calculating the difference in prices of new and used furniture.	2-1 _________. ARITHMETIC SKILL TEXT FOR DAILY LIVING: Part B. New York: Special Service Supply, 1969. 2-2 _________. ARITHMETIC SKILL TEXT FOR DAILY LIVING: Part C. New York: Special Service Supply, 1970. 2-3 Hunter, William C. and LaFollette, Pauline L. DIRECTING ARITHMETIC SKILLS. New York: Webster Division, McGraw-Hill Book Company, 1969. 2-4 Hunter, William C. and LaFollette, Pauline L. TEACHER'S MANUAL. THE LEARNING SKILLS SERIES: ARITHMETIC. New York:

CE-12, T-5 continued.

		Webster Division, McGraw-Hill Book Co., 1969.
3. Assist learners in calculating the difference in prices of new and used furniture listed in catalogs and newspapers.	3. Calculate the difference in prices of new and used furniture listed in catalogs and newspapers.	3. ----------

DESIGNATOR: CE-12, T-6 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-6: To know practical aspects of some types of home furnishing (formica type table vs. solid walnut, etc.) that may lead to their selection instead of the selection of a more prestigious or luxury item.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Using lists of goods and prices to compare durability, appearance, availability of repair service, cost, etc.	1. Use lists from previous tasks to compare various aspects of goods listed.	1-1 CONSUMER REPORTS. 1-2 Extension Service Leaflets on household goods.

DESIGNATOR: CE-12, T-7 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-7: Using the list in CE-12, T-3 to select items desired, but not already possessed, by the individual, and to order the priority in which each item will be obtained.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead learners in listing personal furniture and appliance needs.	1. Participate in listing personal furniture and appliance needs.	1. See CE-16, #1-9.
2. Lead in discussion of resources amounts of money available for those needs.	2. Participate in discussion.	2. MAKING THE MOST OF YOUR MONEY. New York: Educational Division Institute of Life Insurance.
3. Collect pictures from a catalog of groups of furniture.	3. Select the most appropriate furniture considering both the price and one's needs.	3-1 Newspaper advertisements. 3-2 Catalogs and magazines.
4. Make a list of name brands and prices on sets of furniture and discuss with learner.	4. Participate in the discussion of brands and prices on sets of furniture given by instructor.	4. See resources 3-1 and instructor-made list.
5. Have a consultant to talk to the class about furniture and appliances and their prices, brands, label, etc.	5. From information given by resource person, develop a list of appliances and furniture their prices and brands, labels and etc.	5. Furniture and appliance dealer.

CE-12, T-7 continued.

6. Discuss low-cost sources of furniture.	6. Participate in discussion.	6. Low-cost sources of furniture.
7. Invite resource person to demonstrate repair of low-cost furniture.	7. Ask questions of speaker and compare cost of new item with repaired older item.	7. Invite someone to demonstrate such furniture repaired and painted attractively.

DESIGNATOR: CE-12, T-8 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-12: To be aware of various sources of home furnishing (e.g., table, pots, TV, sheets) and to determine the best buys for essential and luxury items based on individual needs and resources.

ENABLING OBJECTIVE T-8: To associate the needs listed in CE-12, T-7, with budgeting and credit techniques developed in CE-16.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in seeing relation between needs listed in CE-12, T-7 to budget and credit techniques in CE-16.	1. Relate list of priority items from CE-12, T-7 to budgets constructed in CE-16.	1. CE-16, tasks and resources.

DESIGNATOR: CE-13, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-13: To determine housing needs and to know sources and methods for obtaining housing and utilities based on those needs.

ENABLING OBJECTIVE T-1: Given a prepared checklist by the instructor dealing with home ownership versus house rental versus apartment rental and dealing specifically with such facts as average area rental costs, utilities, home loan, down payments, monthly loan payments, taxes, transportation to job costs, repairs, etc. to check those groups of housing information most appropriate to needs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare a chart showing all the factors listed in the enabling objective. Distribute to learners.	1. Study checklist individually.	1. Classified section of local newspaper.
2. Lead a discussion explaining the chart.	2. Participate in discussion.	2. Crank, Doris H. CONSUMER TAXES. St. Paul, Minn.: Gustavus Adolphus College, 1970.
3. Assist the learners in preparing a chart of information concerning his own housing situation.	3. Prepare individual charts of each learners housing situation.	3. Crank, Doris H. HOUSING. St. Paul, Minn.: Gustavus Adolphus College, 1970.
4. Assist learners in applying prior learning in choosing a housing situation to fit his own needs.	4. Demonstrate problems solving ability by choosing the housing situation which best fits each learner's needs and income.	4. Watkins, A. M. HOW TO AVOID THE 10 BIGGEST HOME BUYING TRAPS. New York: Hawthorn Books, 1972.

CE-13, T-1 continued.

5. ----------	5. ----------	5. Local Real Estate agents.
6. ----------	6. ----------	6. Local utility companies.
7. ----------	7. ----------	7. Tax assessor.
8. ----------	8. ----------	8. Instructor-made chart.
9. ----------	9. ----------	9. See CE-16, T-8, T-9, T-10, and T-11.

DESIGNATOR: CE-13, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-13: To determine housing needs and to know sources and methods for obtaining housing and utilities based on those needs.

ENABLING OBJECTIVE T-2: To list community resources which may provide help in reading and interpreting lease agreements, insurance policies, guarantees, contracts, deposits, mortgages, etc.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Engage the learners in a discussion concerning the necessity for reading and interpreting correctly lease agreements, insurance policies, contracts and deposits.	1. Participate in the discussion.	1. CONSUMER'S BUYING GUIDE: HOW TO GET YOUR MONEY'S WORTH. The Better Business Bureau. New York: Benjamin Co., Rutledge Book, Inc., 1969.
2. Have a person or persons from the Better Business Bureau or the Legal Aid Society to come to a class session and inform the learners of the reliable community resources which will aid them in reading and interpreting these items.	2. From information received from the resource person, make a list of all community resources that will aid the learner in reading and interpreting lease agreements, insurance policies, guarantees, contracts, and deposits.	2. Representative from Better Business Bureau, Legal Aid Society or a local lawyer.

DESIGNATOR: CE-13, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-13: To determine housing needs and to know sources and methods for obtaining housing and utilities based on those needs.

ENABLING OBJECTIVE T-3: In the event of housing discrimination to be familiar with the resources open to the individual. (See Community Resources Objective 13, T-2.)

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Using activities from Community Resources 13, T-2 to discover where discrimination in housing may be reported for action.	1. Make telephone calls to various agencies suggested in Community Resources 13, T-2, until the appropriate agency is located for reporting discrimination in housing.	1. Local offices of agencies and state and federal departments (e.g., Legal Aid Society, NAACP, Dept. of Housing and Urban Development, etc.).

DESIGNATOR: CE-13, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-13: To determine housing needs and to know sources and methods for obtaining housing and utilities based on those needs.

ENABLING OBJECTIVE T-4: In a role-playing situation to conduct conversations involving typical relations with repairmen, sales personnel, agents and landlords.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion on rights and responsibilities of the consumer in relation to repairmen, sales personnel, agents and landlords.	1. Participate in discussion on the right and responsibilities of the consumer in relation to repairmen, sales personnel, agents, and landlords.	1. Crank, Doris H. and Maxwell, Lyle. CONSUMER RIGHTS AND RESPONSIBILITIES, PROGRAMMED LEARNING INSTRUCTION IN CONSUMER EDUCATION. Gustavus Adolphus College: Delta Pi Epsilon, Inc., 1970.
2. Direct learners activity.	2. List several consumer rights and several responsibilities in relation to those listed in 1.	2. See 1 above.
3. Secure and distribute booklet to learners, lead discussion and direct learners in making lists.	3. Discuss and list several factors to consider when engaging consumer services such as those listed in 1.	3. Crank, Doris H. and Maxwell, Lyle. BUYING SERVICES, PROGRAMMED LEARNING INSTRUCTION IN CONSUMER EDUCATION. Gustavus Adolphus College: Delta Pi Epsilon, Inc., 1970.
4. Role-play repairmen, salesmen, agents landlords, etc. with learners.	4. Participate in role-playing situations using learning experiences gained from Learner Activities 1,2, and 3.	4. Knowledge gained from prior activities.

DESIGNATOR: CE-13, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-13: To determine housing needs and to know sources and methods for obtaining housing and utilities based on those needs.

ENABLING OBJECTIVE T-5: In a role-playing situation to order the installation of a telephone and other utilities.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Contact resource representative from telephone company and have him present information to class.	1. Observe and participate in discussion led by resource person from local telephone company on ordering the installation of a telephone.	1. Resource representative from telephone company.
2. Lead discussion relating the installation procedure for a telephone to those of other utilities.	2. Participate in discussion and understanding how to place an order for a public utility.	2. Jochen, Albert E. and Shapiro, Benjamin. VOCATIONAL ENGLISH. New York: Globe Book Company, 1968.
3. Participate in role-playing, assuming role of public utility representative.	3. Role-play through use of a telephone the request for public utility service, assumming that the instructor is the public utility representative.	3-1 Telephone. 3-2 See resource 2 above.

DESIGNATOR: CE-14, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-14: To know how to buy and maintain a car economically.

ENABLING OBJECTIVE T-1: From various resources (mechanics, consumer and auto magazines) to list those aspects of a car that affect economy (motor size, car weight, amount of maintenance necessary).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain resources and assist learners in above task.	1. Make a chart listing the aspects of car ownership that affect economy.	1. CONSUMER REPORTS.
2. ----------	2. ----------	2. POPULAR MECHANICS.
3. ----------	3. ----------	3. Other consumer magazines listed in CE-5.
4. ----------	4. ----------	4. Other auto magazines available.

DESIGNATOR; CE-14, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-14: To know how to buy and maintain a car economically.

ENABLING OBJECTIVE T-2: Compiling a list of performance records from the same sources, to determine which cars compare most favorably.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in above task.	1. Using resources, compare performance record of car(s) you are interested in.	1. Resources from T-1.

DESIGNATOR: CE-14, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-14: To know how to buy and maintain a car economically.

ENABLING OBJECTIVE T-3: From relevant sources to price the listed cars to determine which can best meet the individual's needs and resources.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain resources from local new and used car dealers.	1. Use resources to compare prices of cars of interest from T-2.	1-1 List price stickers. 1-2 Bluebook of car prices. 1-3 Newspaper ads.

DESIGNATOR: CE-14, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-14: To know how to buy and maintain a car economically.

ENABLING OBJECTIVE T-4: Using the yellow pages or newspaper ads to find garages which can perform necessary maintenance work.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain price lists of repair costs from various garages.	1. Compare costs and service of various garages.	1. Local garages.
2. Contact local technical school to determine availability of car service there.	2. Contact BBB to obtain record of service of garage of interest.	2-1 Technical School. 2-2 Better Business Bureau.

DESIGNATOR: CE-14, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-14: To know how to buy and maintain a car economically.

ENABLING OBJECTIVE T-5: Using community resources to find establishments of clubs that teach car care and maintenance.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in securing information about training in car care and maintenance.	1. Compare cost of training with cost of garage service on auto.	1-1 Community Resources Section of book. 1-2 Local car dealers. 1-3 Local technical schools and adult education programs.

DESIGNATOR: CE-14, T-6 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-14: To know how to buy and maintain a car economically.

ENABLING OBJECTIVE T-6: Using sources listed in CE-14, T-5 to determine a list of parts and lubricants that can be purchased on the basis of economy from retail outlets as opposed to buying brand names.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite local garage owner, service manager or auto club representative to talk to class about economy purchases for car maintenance.	1. List parts and lubricants that you could use yourself in servicing a car.	1. Resources cited.

DESIGNATOR: CE-15, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-15: To become aware of the various media of exchange and to become familiar with banking services in the community.

ENABLING OBEJCTIVE T-1: To determine the need for and the cost of the following: (a) money orders, (b) personal checks, (c) traveler's checks, and (d) certified checks.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Discuss checking accounts, money orders, traveler's checks, and certified checks with the class.	1. Discuss with class personal use of checks and money orders.	1. Local banks, stores will provide pamphlets explaining use and costs of checks and money orders.
2. Ask various learners to telephone banks, savings and loan offices, stores, post office and bring information on the costs of the above.	2-1 Telephone bank, store, etc. as agreed in class and obtain information on cost of above. 2-2 Compare costs in relation to individual needs and resources.	2-1 Checking account leaflets from Cooperative Extension Service. 2-2 Gibbs, Elsie. BE INFORMED SERIES 10, Part 3. New York, New Readers Press, 1969. 2-3 A DATE WITH YOUR FUTURE--Money Management for the Young Adult. New York: Educational Division, Institute of Life Insurance, 1971.

DESIGNATOR: CE-15, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-15: To become aware fo the various media of exchange and to become familiar with banking services in the community.

ENABLING OBJECTIVE T-2: Using samples, fill out all the various kinds of checks listed in CE-15, T-2.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide samples of various checks listed in CE-15, T-1 for each learner.	1. Using samples, to fill out one of each correctly.	1-1 Banks, stores, post office, etc. 1-2 Hunter, William F. and LaFollette, Pauline L. BUILDING ARITHMETIC SKILLS, THE LEARNING SKILLS SERIES: ARITHMETIC. New York: McGraw-Hill Book Co., 1969. 1-3 FUNDAMENTAL FORMS SKILL TEST FOR EVERYDAY LIVING. Huntington, New York, 1969.

DESIGNATOR: CE-15, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-15: To become aware of the various media of exchange and to become familiar with banking services in the community.

ENABLING OBJECTIVE T-3: To determine the services offered by various local banks, in order to select the best checking and saving accounts in accordance with individual needs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Invite a local bank officer to discuss various bank services with the class.	1. Raise questions with the guest speaker about individual banking needs.	1. Local banks.
2. Ask other local banks for detailed information concerning services.	2. Compare services offered by various banks, determining the checking and savings accounts best suited to the individual.	2. Making THE MOST OF YOUR MONEY. New York Educational Division, Institute of Life Insurance.
3. ----------	3. ----------	3. HOW TO PUT YOUR MONEY IN THE BANK, HOW TO OPEN A BANKING ACCOUNT, and YOUR CHECKING ACCOUNT. Cooperative Extension Service, Auburn University, Auburn, Alabama.

DESIGNATOR: CE-15, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-15: To become aware of the various media of exchange and to become familiar with banking services in the community.

ENABLING OBJECTIVE T-4: Using samples, to perform the following: (a) fill out deposit slips, (b) calculate an account balance given entry and withdrawal amounts.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain sample deposit slips and check registers from local bank.	1. Using checks from CE-15, T-2, make out deposit slips and fill in check registers.	1. Local bank.
2. ----------	2. ----------	2. ADULT BASIC EDUCATION-BOOK 1, New York: Cambridge Book Co., Inc.

DESIGNATOR: CE-16, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-1: To list advantages and disadvantages of buying on credit, and to note the consequences of failing to comply with credit agreements.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion of various ways of paying for items: cash, check, credit coupons, charge cards, lay-a-way, revolving charge, installment loans, etc.	1. Discuss various ways of paying for items.	1. Local Credit Rating Office.
2. Obtain pamphlets from local Credit Rating Office and also explanations of interest charges from various businesses locally.	2. Note various ways credit is handled by local business.	2. Local businesses which have some plan for credit purchases.
3. Point out the right of each individual to see a copy of his own credit rating - and to have errors corrected.	3. Discuss the hazards involved in having a poor credit rating.	3. Local banks.
4. ------------	4. ------------	4. Savings and Loan Associations.
5. ------------	5. ------------	5. Bryant, Shari G. YOUR HOUSING DOLLAR. Money Management Industry, 1971.
6. ------------	6. ------------	6. Filmstrip: BE CREDIT WISE. Money Management Institute, Chicago.

CE-16, T-1 continued.

7. ----------	7. ----------	7. Crank, Doris H. and Maxwell Lyle. USING CONSUMER CREDIT WISELY. St. Peter, Minn.: Delta Pi Epsilon, Gustavus Adolphus College, 1970.
8. ----------	8. ----------	8. Campbell, Sally, AGE OF ADAPTATION. Chicago: Sears, Roebuck Co., Department 702, 1971.
9. ----------	9. ----------	9. Pamphlet: WHAT IS CREDIT. Cooperative Extension Service, Auburn University, Auburn, Alabama.

DESIGNATOR: CE-16, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-2: To decide what goods and services can be obtained under the various plans listed in CE-16, T-1.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners in listing goods and services personally needed and deciding where to obtain them based on CE-16, T-1.	1-1 List goods and services needed. 1-2 Note where to obtain those using information from CE-16, T-1.	1. CE-16, T-1.

DESIGNATOR: CE-16, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-3: Using available resources (consumer unions, Better Business Bureau, etc.) to list financing methods which may be deceptive or uneconomical to the individual.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain pamphlets and information from Consumer Reports, Better Business Bureau, Credit rating Office, etc., on choosing best financing method.	1. After studying pamphlets, to watch for ads on TV, in newspaper, radio concerning credit available. Bring examples to class and discuss these: are they honest? economical?	1. Consumer Reports (see CE-5).
2. ----------	2. ----------	2. Better Business Bureau.
3. ----------	3. ----------	3. See CE-7, T-4.
4. ----------	4. ----------	4. See CE-10.
5. ----------	5. ----------	5. "Credit and Consumer Rights: Reforms are needed, But Which Ones?" CONSUMER REPORTS, Mount Vernon, New York: May, 1974.

DESIGNATOR: CE-16, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-4: To complete a facsimile of an application for loans and charge accounts.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure a copy of loan applications from a local loan company and credit applications. 1-2 Copy the application and distribute to the learners. 1-3 Instruct learners to review the application form and identify the various parts.	1-1 Loan applications. 1-2 Loan applications. 1-3 Identify the different parts of the loan application.	1. Local loan company.
2. Discuss with learners the application, calling attention to various parts such as amount of loan , purpose references, employment information, etc.	2. Ask questions about any part of the application not clearly understood.	2. Environmental Survival Skills: CREDIT. New York: Mind, Inc. 1969c.
3. Assist learners in filling out the application.	3. Fill out the loan application using personal information.	3. Udavari, Stephen and Janet Liable. FAMILY MONEY MANAGEMENT. Austin: Steck-Vaughn Co.
4. Discuss with learners the importance of reading loan applications before signing.	4. List reasons for using caution in reading loan applications before signing.	4. Loan applications.

DESIGNATOR: CE-16, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-5: To compute interest rates involved in various types of loans.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Review simple interest calculations. 1-2 Instruct learners to work various simple interest calculations provided by instructor.	1-1 Review simple interest calculations. 1-2 Demonstrate understanding by working various simple interest calculations.	1-1 Shea, James T. BASIC ESSENTIAL OF MATH, Part II. Austin, Texas: Steck-Vaughn Company. 1-2 Instructor-made problems on calculating interest.
2. Review various types of loans from CE-16, T-7.	2. Review various types of loans from CE-16, T-7.	2. CE-16, T-7.
3. Direct learners in computation of interest rates in various types of loans.	3. Work problems involved in figuring interest on various types of loans.	3. Instructor-made interest-rate problems involving various types of loans, see also resource #1.
4. ----------	4. ----------	4. CE-16, T-1.
5. ----------	5. ----------	5. Parsky, Larry M. MATHEMATICS FOR ADULT LIVING. Marfax Associates, Inc., 1971.

DESIGNATOR: CE-16, T-6

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-6: Using items of personal interest from CE-16, T-2, to list cash values and interest rates and to calculate amounts of interest for various time periods.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Have available for learners, HOW TO FIGURE THE DOLLAR COST OF CREDIT. 1-2 Lead class discussion on the dollar cost of credit.	1. Read and participate in class discussion on, HOW TO FIGURE THE DOLLAR COST OF CREDIT.	1. HOW TO FIGURE THE DOLLAR COST OF CREDIT. HE-63, Cooperative Extension Service, Auburn University, Auburn Alabama, 1967.
2-1 Arrange with local department stores for learners to visit to learn about interest rates of various items. 2-2 Aid learners in locating appropriate department stores.	2. Visit department stores, select one item and get price of item. Visit business office and get information on interest rate on this item.	2. Bohlman, Herbert W. and Bohlman, Edna McCaull. UNDERSTANDING CONSUMER CREDIT. Chicago: Educational Opportunities Division, Follett Educational Corporation, 1968.
3. Demonstrate procedure for calculating interest costs.	3. Calculate interest costs on items selected using interest rates quoted by store.	3. Local department stores and businesses
4. ------------	4. Compare cost of credit for different lengths of time as: one month, 6 months one year, 5 years, etc. as compared with paying cash.	4-1 CREDIT ENVIRONMENTAL SKILLS. New York: Mind, Inc., 1969. 4-2 Crank, Doris and Maxwell, Lyle. USING CONSUMER CREDIT WISELY (Unit 3). St. Peter, Minn.: Delta Pi Epsilon, Inc., Gustavus Adolphus College, 1970.

CE-16, T-6 continued.

5. ----------	5. ----------	5. Bryant, Shari G., Ann G. Howell and Kathlene M. Glapa, MONEY MANAGEMENT: YOUR SHOPPING DOLLAR. Chicago: Household Finance Corporation, 1972.
6. ----------	6. ----------	6. Wool, John D. EARNING, SPENDING AND SAVING, Book 4. Phoenix, New York: Frank H. Richards Publisher, 1968.

DESIGNATOR: CE-16, T-7 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-7: To select the best loan according to needs, given rates of interest and condition of various loans.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Prepare a chart giving the following information about a specific loan from the various lending agencies in the community: Source of loan Time to pay (1 yr, 18 mos. etc.) Number of payments Amount of each payment Total to pay back Cost of credit Rate of interest	1-1 ----------	1-1 Local banks, credit unions, finance companies, savings and loan associations, loan by mail.
1-2 Distribute chart to learners and have them select the best loan according to their own needs and financial circumstances.	1-2 Using the prepared chart, select the best loan according to personal needs and financial circumstances.	1-2 Be Informed Leaflets: PERSONAL CREDIT. Syracuse, New York: New Reader's Press, 1967.

DESIGNATOR: CE-16, T-8 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-8: Using rules of thumb for budget expenditures, to decide what percentage of income should be spent on ordinary and contigency items.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Contact local banks for free information on budgeting.	1. Using information from banks and extension service to figure out percentages of individual income which should be used for particular needs.	1. Local banks - free information on budgeting.
2. Contact home economist at local Cooperative Extension Service as a resource person on budgeting.	2. Utilize information from home economist to plan family budget.	2-1 Local Cooperative Extension Service. 2-2 HELPING FAMILIES MANAGE THEIR FINANCES. U. S. Government Printing Office, Public Documents Department. Washington, D. C.

DESIGNATOR: CE-16, T-9 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-9: Using the percentages from CE-16, T-8 to determine how much can be spent on the desired credit items.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learners as needed in mathematical calculations.	1. Using percentages from T-8, to determine how much of individual income can be spent on items in T-6 as credit purchases.	1-1 MANAGING YOUR MONEY, HE-22, Cooperative Extension Service, Auburn University, Auburn, Alabama. 1-2 Bohlman, Herbert W. and Edna M. KNOWING HOW TO BUDGET AND BUY. Chicago: Follett Publishing Co., 1968. 1-3 MAKING THE MOST OF YOUR MONEY, Educational Division, Institute of Life Insurance, New York. 1-4 ON YOUR OWN. Chicago: Follett Publishing Co., 1968. 1-5 Weiland, Robert G. and Steve J. Woytek. MATHEMATICS IN LIVING-Book Two, WAGES AND BUDGETS. Boulder, Colorado: Pruett Press, Inc., 1970. 1-6 ENVIRONMENTAL SURVIVAL SKILLS. New York: Mind, Inc., 1968.

DESIGNATOR: CE-16, T-10 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-10: Using the individual's needs and resources as a base, to arrange a priority list of desired items that can be purchased with the percentage of income established in CE-16, T-9.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead group discussion of learners as they assess needs and arrive at priorities, emphasize the need for re-evaluation and revision of priorities as conditions change in the future, e.g.,. loss of job, new baby, increase in salary, increase in rent, etc.	1. Using items from CE-16, T-6, to make decisions about most needed or desired items and method of financing them.	1-1 CE-16, T-6. 1-2 CE-12, T-2, T-6 and T-7.

DESIGNATOR: CE-16, T-11   AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-11: To construct a broad sample budget based on the individual's needs, desires and resources, drawing from realistic cost of living situations in the community.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Show filmstrip "Why Budget."	1. Discuss filmstrip.	1. WHY BUDGET. Home Management, McGraw-Hill Book Co., Inc., New York.
2-1 Discuss with learners a model budget. 2-2 Instruct learners to prepare model budgets-weekly, monthly, or yearly.	2-1 Prepare a model of a weekly budget. 2-2 Prepare a monthly budget. 2-3 Prepare a yearly budget.	2. Rosenburg and Lewis. BUSINESS MATHEMATICS. New York: McGraw-Hill Book Co.
3. Present examples of budget charts and instruct learners to design a budget chart that a family can use by week, month, year.	3. Design a chart to be filled in by family as a year goes by.	3. _________. HOME BUDGET BOOK. Providence, Rhode Island, Dome Publishing Co., Inc.
4. Lead discussion on the effect of emergencies on budgets.	4. Discuss emergencies that might effect the change in the budget.	4. Baron, Steinfeld. CLERICAL RECORD KEEPING: CHECKS AND BANK STATEMENTS. Unit 3, New Rochelle, New York: South Western Publishing Company, 1968.
5. Lead discussion on the changes in budgets because of family member changes.	5. Discuss possible changes in budget because of change in members of family.	5. See above resources.

CE-16, T-11 continued.

6. Ask learners to tell why they keep budgets.	6. Learners who keep budgets tell others why.	6. See resources on previous page

DESIGNATOR: CE-16, T-12 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-12: Write in paragraph from the methods and precautions for keeping permanent and temporary records while using receipts, payroll slips, medical records, insurance policies, bank statements, etc.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Pass out handouts on record keeping and give a brief description. 1-2 Instruct learners to study handouts and list some precautions for keeping permanent and temporary records.	1-1 ---------- 1-2 Study handouts and notes and record some precautions to use in keeping permanent and temporary records.	1. See CE-16, T-12.
2. Prepare sample receipts, payroll slips, medical records, etc. for learners and discuss procedures for making corrections in overcharges, etc.	2. Use samples handed out by instructor to learn procedure for making corrections in overcharges, being billed twice for a paid item, use of cancelled checks as proof of payment.	2. Udvarie, Stephen. FAMILY MONEY MANAGEMENT. Austin: Steck-Vaughn Co., 1972.
3. Study and evaluate learners skills used in paragraph on methods and precautions and reasoning behind remarks.	3. Write in paragraph form methods and precautions for keeping permanent and temporary records including items such as cancelled checks, paid bills, receipts etc. as they might be needed for proof of payment.	3. MANAGING YOUR MONEY, A FAMILY PLAN. HE-22, Cooperative Extension Service, Auburn University, Auburn, Alabama.

DESIGNATOR: CE-16, T-13 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-13: Using samples of W-2 forms to read and to mark the figures that apply to items given by the instructor.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Give an introductory discussion on W-2 forms and their importance. 1-2 Secure and distribute W-2 forms to learners.	1. Read and study sample W-2 forms and exhibit a knowledge of the information contained their in and meanings of words on form.	1-1 Local department of internal revenue service or a CPA and ask for sample W-2 forms. 1-2 Sample W-2 forms.
2. Call out figures or list on board various items and ask learner to mark them on W-2 forms.	2. Given a W-2 form, mark figures that apply to items given by the instructor.	2-1 Prepared sample W-2 forms by instructor. 2-2 Lewis, Rosenberg. BUSINESS MATHEMATICS. New York: McMillian and Company, 1968.
3. If possible ask a representative of a large employment concern or department of industrial relations to give a brief description and importance of W-2 forms in computing annual salary and filing income tax reports.	3. In a brief oral report be able to discuss why W-2 forms are important as they apply to your own life situation.	3. Local resource person having adequate knowledge in W-2 forms and importance of their relation to the individual.

DESIGNATOR: CE-16, T-14 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-16: To develop an understanding of credit systems and budgeting techniques.

ENABLING OBJECTIVE T-14: Using representative samples of forms, receipts, etc., to list the various necessary and beneficial items used in filling out income tax.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Lead a discussion on items important to income tax forms. (Perhaps invite an IRS representative to speak.) 1-2 Write any new words relating to income tax on blackboard.	1-1 Participate in a group discussion on beneficial items to be included in filling out an income tax form. 1-2 Identify unfamiliar terms or words that appear on a tax form.	1. BE INFORMED: WHAT ARE TAXES?, Unit 9, Part I. Syracuse, New York: New Readers Press, 1965.
2. Obtain sample forms and receipts from Internal Revenue Service and various businesses in area.	2. Review and study Income Tax Forms.	2. Local branch of internal revenue service and services or forms provided. Local business in area.
3. Reproduce receipts and forms and distribute to learners.	3. Exhibit a knowledge of forms, receipts, etc. that are necessary in filling out an income tax report in a panel discussion.	3. Baron, Steinfeld. CLERICAL RECORD KEEPING: CHECKS AND BANK STATEMENTS. Unit 3, New Rochelle, New York: South Western Publishing Company, 1968.
4-1 Instruct learners to list various necessary and beneficial items used in filling out income tax forms. 4-2 Check over items listed by learners and discuss any errors or inappropriate items.	4-1 List various necessary and beneficial items used in filling out an income tax form. 4-2 Study list of items and formulate questions for discussion.	4. Learners lists of items.

DESIGNATOR: CE-17, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-17: To identify and locate information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

ENABLING OBJECTIVE T-1: In discussion with a resource person to determine the various kinds and sources of insurance and to know relative costs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Invite local insurance agent to speak to class about various kinds of insurance and the conditions of each kind.	1-1 ----------	1. Local insurance agent.
1-2 Lead discussion about the different types of insurance protection available and conditions when needed.	1-2 Listen to and ask questions of speaker.	
2. Instruct learners to list various kinds of insurance needed personally.	2. From information presented by insurance agent, list various kinds of insurance needed personally.	2-1 Price E. L., et.al. GENERAL BUSINESS FOR EVERYDAY LIVING. New York: McGraw-Hill Book Co., 1966. 2-2 Andrews, Dorothy and others. MONEY IN YOUR LIFE. New York: Institute for Life Insurance, 1971.
3. ----------	3. ----------	3. See OK-9, T-8.

DESIGNATOR: CE-17, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-17: To identify and locate information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

ENABLING OBJECTIVE T-2: To decide what type and amount of auto insurance is necessary for the individual's situation.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure Local resource person to speak to class and present information on auto insurance-types and coverage needed in various situations.	1-1 ---------- 1-2 Participate in discussion and take notes.	1. Local insurance agent who sells auto insurance.
2. Secure pamphlets and hand-out materials from auto insurance companies and distribute to learners.	2-1 Compare the amount of coverage in relation to price of different companies. 2-2 For personal or desired mobile, write the type and amount of coverage best suited base decisions on knowledge gained from resources and from personal experiences.	2. Pamphlets on auto insurance types and coverage from various auto insurance companies.

DESIGNATOR: CE-17, T-3   AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-17: To identify and locate information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

ENABLING OBJECTIVE T-3: Given a list of descriptions of various homes and their furnishings to write the type and amount of coverage best suited to each.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare and distribute a list of descriptions of several homes and their furnishings.	1. Fill in a home chart with furnishings of choice and state value of home and furnishings.	1-1 Materials from local insurance agents and banks. 1-2 Newspapers, catalogs, etc.
2. Lead discussion on how to choose insurance on homes.	2. Discuss how decisions are made about how much insurance is needed.	2. ----------
3. Show film, "Insurance Against Fire Losses."	3. View film and take notes.	3. Film: "Insurance Against Fire Losses" Encyclopedia Brittanica Films, Inc. Wilmette, Illinois.
4-1 Prepare a matching chart of different insurance coverages with different homes and furnishings. 4-2 Instruct learners to write on teacher-made list of homes, the type and amount of coverage best suited to each.	4-1 ---------- 4-2 Based on knowledge from resources, personal experience, the type and amount of coverage best suited to homes and furnishings on teacher-made list.	4. See #1-1 and #3 above.

DESIGNATOR: CE-17, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-17: To identify and locate information concerning the type of insurance available and to be able to select the best insurance for the individual and his family.

ENABLING OBJECTIVE T-4: Given rates and values of different types of life insurance to choose those which best meet needs and resources.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Show film, "Life Insurance What It Means and How It Works" or filmstrip listed. 1-2 Lead discussion of film topic.	1-1 Observe film or filmstrip. 1-2 Take part in instructor led discussion on film.	1-1 "Life Insurance-What It Means and How It Works," Institute of Life Insurance, New York, New York. 1-2 Filmstrip: "How Life Insurance Policies Work," Institute of Life Insurance, New York, New York.
2. Secure and distribute pamphlets of rates and values of different types of life insurance from local Life Insurance Companies.	2. Compare rates and values of different types of life insurance.	2-1 Pamphlets secured from local insurance companies. 2-2 Kelsey, R. Wilfred and Daniels, Arthur C. HANDBOOK OF LIFE INSURANCE. New York: Institute of Life Insurance, 1966. 2-3 Bohlman, Herbert W. and Bohlman, Edna McCaull. INVESTING YOUR SAVINGS. Chicago: Educational Opportunities Division, Follett Educational Corporation, 1968.

CE-17, T-4 continued.

3. Prepare and distribute a chart of different life insurance rates and values and instruct learners to choose the rates and values which best meet their needs and resources.	3. Choose rates and values from chart which best meet own needs and resources.	3. Instructor-made handouts of life insurance rates and values.
4. ----------	4. ----------	4. "A Guide to Life Insurance," CONSUMER REPORTS, Jan., Feb., and March, 1974.
5. ----------	5. ----------	5. Teaching Tools for Consumer Ed, Jan., Feb., and March, 1974. 256 Washington St., Mt. Vernon, New York, 10550.

DESIGNATOR: CE-17, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-17: To identify and locate information concerning the type of insurance available and to be able to select the best insurance for the individual and the family.

ENABLING OBJECTIVE T-5: Given a list of different health insurance plans including rates, benefits and limitations to select the best plan according to prescribed needs and resources.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Prepare and distribute to learner chart of different health insurance available. 1-2 Instruct learners to orally relate instances of need for health insurance. 1-3 Instruct learners to study chart and compare the different types of health insurance. 1-4 Instruct learners to complete chart with facts on family size, ages, amount of insurance needed, etc.	1-1 ------------ 1-2 Orally relate instances of need for health insurance. 1-3 Compare the different types of health insurance. 1-4 Fill in chart as to factors affecting amount of insurance needed and number of family to be covered, and age of family members.	1. A CONSUMER'S GUIDE TO HEALTH INSURANCE PLANS. New York: Public Affairs Pamphlets, Park Avenue, S., 1962.
2. Prepare work sheet to explain unfamiliar words.	2-1 Discuss in small groups those terms new to learner. 2-2 Match terms with definition on instructor-made sheet.	2. Old insurance policies.
3-1 Obtain list of different health insurance plans including rates, benefits, and limitations-distribute. 3-2 Instruct learners to select the best plan based on their needs and resources.	3-1 Obtain from local hospitals cost of services. 3-2 Select the best plan according to the needs based on completed chart in learner activity 1-4 and information from 3-1.	3. A B C'S OF HEALTH INSURANCE. New York: Department W, Health Insurance Institute, Park Avenue.

CE-17, T-5 continued.

4. Lead discussion as to why the learner chose that type of insurance.	4. Give reasons why the insurance plan was chosen.	4-1 SOURCE BOOK OF HEALTH INSURANCE DATA. New York: Health Insurance Institute, Park Avenue, (published yearly). 4-2 Lawson, Gary D. EVERYDAY BUSINESS. California: Cal-Central Press, 1970.
5. ----------	5. ----------	5. See HE-9, T-1-5.

DESIGNATOR: CE-18, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-18: To use Food Stamps with economy.

ENABLING OBJECTIVE T-1; To acquire basic information on buying and using food stamps effectively.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Order materials from USDA.	1. View flip-charts and slides. List questions which can be asked of resource person.	1. "Food Stamps for You," flip-charts and slides. Food and Nutrition Service: USDA, Washington, D.C.
2. Invite resource person from local food stamp office to visit class, bring pamphlets, and sample forms, and assist learners	2. Fill out forms if interested in applying for food stamps.	2. Mrs. Barbara Zumwalt, Director, Department of Foods and Services Montgomery, Alabama.
3. Contact Local Legal Aid Society for information concerning steps to take if refused certification by Food Stamp Office.	3. As a class make up lists of foods to purchase with stamps which will be economical and nutritious.	3. Local extension service nutritionist.
4. ------------	4. ------------	4. See CE-6, T-7, T-8 and T-9.

DESIGNATOR: CE-19, T-1 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-19: To manage a household efficiently.

ENABLING OBJECTIVE T-1: Given list of clothing and fabrics, to write the proper storage methods for each item listed.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Prepare a list of clothing and fabrics. 1-2 Distribute lists to learners.	1-1 Read over list. 1-2 List different types of clothing that need to be stored from instructor list.	1. Instructor prepared list.
2. Lead discussion about storage methods for different clothing and fabrics.	2. Participate in discussion.	2-1 WAYS TO IMPROVE HOUSEHOLD STORAGE, HE-17, Cooperative Extension Service, Auburn University, Auburn, Alabama, 1968. 2-2 Local cleaners or storage business. 2-3 Hanson, Margaret J. THE CARE WE GIVE OUR CLOTHES.
3. Contact representative from local cleaners to serve as resource person on storage for various clothing and fabrics.	3. Participate in discussion with resource person and make notes of important points.	3. Learner prepared list.
4. Instruct learners to write the proper storage methods for each item on list of clothing and fabrics.	4. From information secured from resources, write the proper storage methods for the listed clothing and fabrics.	4. Representative from local cleaners.

DESIGNATOR: CE-19, T-2 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-19: To manage a household efficiently.

ENABLING OBJECTIVE T-2: In group discussion, to list the areas and the articles in the house to be cleaned and the most efficient supplied and methods for cleaning.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Lead discussion relating to articles and areas to be cleaned in the house. 1-2 Collect and display magazine pictures of rooms in house and articles in the house- to stimulate discussion.	1. Participate in discussion and make a list of 10 areas and 10 articles in the home to be cleaned.	1. Magazine pictures of rooms in a house and various household articles.
2-1 Conduct discussion of most efficient cleaning supplies for use on various areas and articles in the home. 2-2 Provide a display of various types of cleaning supplies to aid learners in making lists of products.	2. List 3 products which can be used for cleaning wall surfaces, hard surface flooring, carpeting, upholstered furniture, plastic covered furniture, non-washable home furnishings.	2-1 A display of various types of cleaning supplies. 2-2 WHAT TO USE TO CLEAN YOUR HOUSE. HE-131. Cooperative Extension Service. Auburn, Alabama: Auburn University, 1972.
3. Provide various cleaning supplies so that learners can determine the use of each, read and understand instructions and safely precautions.	3. Read instructions for proper use of cleaning products and the safety precautions to observe in using the products.	3. Instructions and/or labels on cleaning supplies.
4. Provide various types of equipment for cleaning the home.	4-1 Discuss equipment used in cleaning a house and list 6 pieces of equipment which are used in cleaning areas and articles in the home.	4-1 Various types of equipment used for household cleaning. 4-2 Crank, Doris H. and Maxwell, Lyle. BUYING GOODS-HOUSEHOLD.

CE-19, T-2 continued.

	4-2 List ways in which the equipment is used in cleaning the house.	FURNISHINGS AND APPLIANCES. St. Peter, Minn.: Delta Pi Epsilon, Inc., Gustavus Adolphus College, 1970.
5. Provide use-care instructions for equipment having this information.	5. Read equipment use-care instructions where applicable.	5. Use-care instructions for equipment.
6. Arrange field trip to stores to see various household cleaning supplies and equipment and to compare prices of the various products.	6-1 Participate in field trip to stores to view household cleaning supplies and equipment. 6-2 List supplies and equipment and prices seen in 6-1.	6. Local stores which sell cleaning supplies and equipment.
7. Demonstrate time and energy saving methods of cleaning the home and its furnishings.	7. In class and at home, practice techniques of time and energy saving methods of cleaning.	7-1 __________. WHEN TO DO HOUSE CLEANING JOBS. HE-125. Cooperative Extension Service. Auburn, Alabama: Auburn University, 1967. 7-2 __________. HOW TO CLEAN AND DEFROST THE REFRIGERATOR. HE-50. Cooperative Extension Service. Auburn, Alabama: Auburn University, 1967. 7-3 __________. HOMEMAKING MADE EASIER. HE-7. Cooperative Extension Service. Auburn, Alabama: Auburn University, 1966. 7-4 __________. IS THERE A BETTER WAY? HE-74. Cooperative Extension Service. Auburn, Alabama: Auburn University, 1965.

DESIGNATOR: CE-19, T-3 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-19: To manage a household efficiently.

ENABLING OBJECTIVE T-3: Using community resources to list areas that teach the making and repairing of household items and clothing.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure telephone directory, catalogs, newspaper ads to find information on groups and/or individuals who teach making and repairing of household items.	1. From resources make a list of different areas that teach the making and repairing of household items.	1. Telephone directory, newspaper, catalogs.
2. Arrange for consultant(s) from different areas or agencies to speak to class regarding the services they render.	2. Make a list of different areas or agencies that teach the making and repairing of clothing.	2-1 Better Business Bureau, Chamber of Commerce, Extension Agent. 2-2 See Community Resources section of this book.

DESIGNATOR: CE-19, T-4 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-19: To manage a household efficiently.

ENABLING OBJECTIVE T-4. Using pictures or the actual items to install or connect fuses in fuse boxes, batteries in lights, radios and toys, Christmas lights.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Arrange for a consultant to visit the class and discuss installation of fuses, function of fuse boxes, etc.	1. Make a list of the types of fuses and fuse boxes from the information provided by the consultant.	1. Consultant from Electric Company in your local area.
2. Collect pictures and books that have information about batteries and lights.	2. Demonstrate how to install batteries in a flash light.	2-1 Picture books given by the instructor. 2-2 Flashlight, batteries.
3. Collect information about different types of radios.	3. Make a list of radio manufacturers, take a trip to stores and find different types of radios.	3. Information given by the instructor on manufacturing companies. Catalogs with different kinds of stores.
4. Discuss and demonstrate proper usage of toys and Christmas lights.	4. Itemize toys and Christmas lights that are the most economical for the home usage. How to use properly. Field trip to find these items and how to inspect them.	4. Catalogs, books given by the instructor. Battery operated toys and Christmas lights.

DESIGNATOR: CE-19, T-5 AREA OF KNOWLEDGE---CONSUMER ECONOMICS

PERFORMANCE OBJECTIVE CE-19: To manage a household efficiently.

ENABLING OBJECTIVE T-5: Using community resources to list the areas that teach simple appliance repair.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Contact appliance dealers to see if repairs are done on appliances that are being sold. 1-2 Secure a list of appliance dealers in the community who repair the brands of appliances their companies are selling.	1-1 Make a list of appliances that require repair using newspaper, telephone book. 1-2 Locate appliance dealer in your community who does repair on certain appliances, such as washer, dryer, range and refrigerator.	1. Appliance dealers listed in newspapers, telephone directory.
2-1 Secure telephone directory, catalogs, newspaper ads to find sources of group and/or individuals who teach simple appliance repair. 2-2 Arrange for resource person from one of these areas to talk to class regarding their program.	2. From resources listed, make a list of groups and/or individuals who teach simple appliance repair.	2. Telephone directory, newspaper, catalogs, Better Business Bureau, Chamber of Commerce, Extension Agent, etc.
3. ----------	3. ----------	3. See Community Resources section of this book.

ACCREDITED POSTSECONDARY INSTITUTIONS AND PROGRAMS. 1970. 136 pp. 171A. $2.50. Listing by field of accredited universities, colleges, junior colleges, and professional, technical, and occupational schools. Package includes 1971 supplement.

ALL ABOUT COOKWARE. Ekco Housewares Co. Educational Services Dept. Franklin Park, Ill. 60131. 1967. 6 pp. Free. Tells how to choose, use, and care for cookware.

ALL WEATHER PROTECTION: ANTIFREEZE/COOLANT. 1972. 8 pp. 008A. 20 cents. How antifreeze/coolant solution protects the car radiator in both winter and summer driving, types of antifreeze/coolant, plus selection and proper use.

THE AMERICAN INDIAN AS HUNTER. Pennsylvania Historical and Museum Commission. William Penn Memorial Museum and Archives Bldg. Harrisburg, PA. 17108. Rev. 1967. 23 pp. 50 cents. Tell of the significance of hunting in the life of the Indian.

AMERICAN INDIANS. (SA2403). Field Enterprises Educational Corporation Director of Educational Services. Merchandise Mart Plaza. Chicago, Ill. 60654. 1965. 12 pp. 25 cents. Guide for teachers to help in preparing a teaching plan on the study of American Indians. Contains illustrations and bibliography. Primary and inter. levels.

AMERICAN INDIANS TODAY. American Education Publications, Inc. Education Center. Columbus, Ohio 43216. 1971. 47 pp. 40 cents. Tells what it is like to be an Indian.

American Plywood Assoc. Materials. American Plywood Assoc. 1119 A St. Tacoma, Washington 98401. Titles include:

> ADD-A-ROOM. 1963. 32 pp. Single copy free. Gives several plans for adding a room to your home, relative costs, and means of financing.
>
> A BOOKFUL OF IDEAS FOR YOUR NEW HOME. 1969. 23 pp. Single copy free. Information about some of the hidden values plywood gives, plus information about new plywood interior and exterior materials.
>
> CATALOG OF PLYWOOD HANDY PLANS. Single copy of the catalog is free; Handy Plans are 25 cents each. A number of do-it-yourself projects to build from plywood, both inside and outside the house.

ANSWERS TO SOME FREQUENTLY ASKED QUESTIONS ABOUT DISHWASHERS. The Maytag Co. Home Service Dept. Newton, Iowa 50208. Leaflet. Free. Questions consumers want answered to help them evaluate dishwasher ownership.

AUTOMOBILE BATTERIES: THEIR SELECTION AND CARE. 1971. 20 pp. 009A. 40 cents.

BETTER LAWNS. 1971. 32 pp. 159A. 25 cents. Preparations for planting, selection of grasses, planting, and care.

Bibliographies. Assoc. on American Indian Affairs, Inc. 432 Park Ave., S. New York, N.Y. 10016. Payment should accompany order. Titles include:

> AMERICAN INDIAN AUTHORS. 1970. 45 pp. $1.00. An annotated bibliography compiled to inform people about the extensive body of oral and written literature by American Indians.
>
> A PRELIMINARY BIBLIOGRAPHY OF SELECTED CHILDREN'S BOOKS ABOUT AMERICAN INDIANS. 1969. 14 pp. 50 cents. Designed to enable young people to understand and appreciate the life of American Indians as it was and as it really is.

Bibliographies. Indian Arts and Crafts Board. Interior Bldg. Room 4004. Washington, D.C. 20240. Single copy free. Titles include:

> ART OF THE ESKIMO AND NORTHWEST COAST INDIAN. No. 2. 2 pp.
>
> CONTEMPORARY AMERICAN INDIANS AND ESKIMO ARTS AND CRAFTS. No. 1. 4 pp.
>
> INDIAN AND ESKIMO FOLKTALES. No. 3. 4 pp.

BRAND NAME LISTING. Sept. 1972. 38 pp. 172A. 35 cents. Lists by brand name approximately 400 consumer products which manufacturers have advised are identical to products purchased by the government. Indicates that the government does not purchase by brand names but by federal specifications.

BUDGET GADGET. Budget Gadget. P. O. Box 38161. Los Angles, Calif. 90038. Card 4" x 9". 1 to 4 copies 50 cents each; discount on larger quantities. A device designed to simplify the task of a shopper or student who wants to compare costs of various package sizes, egg sizes, or cuts of meat.

CONSUMER EDUCATION IN LINCOLN HIGH SCHOOL. 1965. 72 pp. Single copy $1.00; 2-9 copies 75 cents each; 10 or more copies 50 cents each. Consumer Education as a course in the social studies department coordinated with units in English, business, home economics, industrial arts, math, and science.

CONSUMER REPORTS. A monthly magazine published September to May. Minimum classroom order 20 copies at 25 cents per copy. One free teacher's copy and one "Teaching Tools for Consumer Ed", included with order.

HOW TO BUY A USED CAR. 1970. 24 pp. Single copy 24 cents; 10 copies $2.00; 100 copies $16.00. A step-by-step guide to on-the-lot driving and in-the-shop tests.

CONSUMER EDUCATION BIBLIOGRAPHY. 1971. 192 pp. 043A. $1.00. Lists over 4,000 books, pamphlets, articles, audio-visual aids, and teachers' materials of consumer interest.

CONSUMER GUIDE FOR AIR TRAVELERS. 1972. 16 pp. 173A. Free. Air passengers' rights and responsibilities: includes information on fares, denied boarding compensation, baggage loss, charter flights, etc.

THE CONSUMER'S HANDBOOK. Dow Jones Books. P. O. Box 300. Princeton, N. J. 08540. 1969. 162 pp. $1.85 plus 15 cents postage. Payment must accompany order. Suggestions on how to get more value for your dollar.

CONSUMER NEWS. 044A. $2.00. Annual Subscription. Bimonthly newsletter informs consumers of government rulings and actions, new consumer laws, public hearings of consumer interest, and new federal consumer publications.

CONSUMER PRODUCTS BY DESIGN. 1972. 71 pp. 174A. $1.25. Report of recent developments in food processing, natural fibers and materials, and construction materials.

CONSUMER TIRE GUIDE. The Firestone Tire and Rubber Co. 1200 Firestone Pkwy. Akron, Ohio 44317. 1970. 10 pp. Free. Describes different types of tires, how they are engineered and tested, and how to increase tire life.

CONTROLLING HOUSEHOLD PESTS. 1971. 32 pp. 160A. 20 cents. Procedures and proper pesticide for controlling rats, cockroaches, termites, clothes moths, carpet beetles, etc.

BUYING AND CARE OF TOWELS AND SHEETS. Cannon Mills. P. O. Box 107. Kannapolis, N. C. 28081. 25 pp. 50 cents. An illustrated guide to the selection, use, and care of sheets and towels.

BUDGETING FOR THE FAMILY. 1972. 16 pp. 017A. 10 cents. Steps in developing a budget with charts for estimating income, planning family spending, and recording expenses.

BUDGETING FOR THE RETIRED COUPLE. 1971. 16 pp. 018A. 10 cents. Considerations in planning a retirement budget; includes cost of living comparison for retired couples living in selected cities.

Bureau of Indian Affairs Publications. U.S. Dept. of the Interior. Bureau of Indian Affairs. 1951 Constitution Ave., N.W. Washington, D.C. 20242. Single copy available free. Teacher's kit of materials sent on request. Bibliographies and short histories available on most Indian tribes. (Specify tribe or tribes). Request "You Asked About Indian Publications" and "Publications Pricelist."

Cleaning Tips. The Dow Chemical Co. Dow Literature Inquiry Series. 2030 Abbott Rd. Center. Midland, Mich. 48640. Free. Sample titles are:

> BATHROOMS BRIGHT AND BEAUTIFUL. 6 pp. A guide to decorating and keeping a spotless bathroom.
>
> LET'S FACE IT. Leaflet. The easy way to oven cleaning.

CLOTHING AND FABRIC CARE LABELING. 1972. 7 pp. 036A. Free. Information that must appear on labels of clothing and fabrics and how to use this information.

CLOTHING REPAIRS. 1970. 30 pp. 037A. 25 cents. Twenty-five repairs to prolong the usefulness of garments.

THE CONCERN FOR QUALITY. National Assoc. of Manufacturers. Marketing Committee. 277 Park Ave. New York, N. Y. 10017. 1970. Leaflet. Free. A step-by-step procedure to follow in making complaints.

CONSUMERS ALL. Enoch Pratt Free Library. Publications Dept. 400 Cathedral St. Baltimore, Md. 21201. 1970. 7 pp. 10 cents. An annotated list of publications dealing with food, car, real estate, and other purchases.

Consumer Education. Consumers Union. 256 Washington St. Mount Vernon, N. Y. 10550. Materials on consumer education available. Write for list of publications. Sample titles are:

COST OF OPERATING AN AUTOMOBILE. 1972. 14 pp. 010A. 15 cents. Costs of maintenance, accessories, parts, tires, gas, oil, insurance, etc. for a moderately priced sedan.

CREATING WITH STYROFOAM. The Dow Chemical Co. Consumer Information Service. 2030 Dow Center. Midland, Mich. 48640. Leaflet. Free. Gives designs and instructions for making decorative items of plastic foam.

Credit. National Consumer Finance Assoc. 1000 16th St., N. W. Washington, D. C. 20036. Sample titles are:

CONSUMER FINANCE RATE AND REGULATION CHART. 1970. 5 pp. 10 cents. Summarizes by state all current cash loans, rates, and ceilings.

THE EXPANDING MARKET FOR INSTALLMENT CREDIT. A LOOK TOWARD THE FUTURE. 1967. 18 pp. 25 cents. Investigates present income and expenditure patterns of varying age groups and offers projections of these patterns for the future.

REGULATION OF FINANCE CHARGES ON CONSUMER INSTALLMENT CREDIT. 1967. 34 pp. 50 cents. Discusses rate regulation, purposes of ceilings on finance charges, and problems in their design.

RESEARCH ON CONSUMER CREDIT. 1970. 13 pp. 25 cents. A survey of research in progress recently completed in the field of consumer credit.

SELECTED AND ANNOTATED BIBLIOGRAPHY OF REFERENCE MATERIAL IN CONSUMER FINANCE. 1972. 32 pp. 50 cents. Lists textbooks, pamphlets, and audio-visual materials.

Credit. National Foundation for Consumer Credit. Federal Bar Building, West. 1819 H St., N. W. Washington, D. C. 20006. Titles include:

THE EMERGENCY PROBLEM-WHAT TO DO ABOUT IT. 1967. Booklet. Free. Discusses emergency credit situation.

USING OUR CREDIT INTELLIGENTLY. Rev. 1970. 54 pp. 85 cents. Fifty-five educators present combined views on all facets of consumer credit. Sr. hi. through adult levels.

Currency. Federal Reserve Bank of Atlanta. Federal Reserve Station. Atlanta, Ga. 30303. Free. Titles include:

COUNTERFEIT? 1968. Leaflet. Illustrated discussion of methods for spotting counterfeit money.

THE FEDERAL RESERVE SYSTEM. Rev. 1971. Pamphlet. A condensed account of the Federal Reserve structure.

FUNDAMENTAL FACTS ABOUT UNITED STATES MONEY. Rev. 1971. 16 pp. How money is made, circulated, saved, and regulated in the United States.

A DATE WITH YOUR FUTURE. Institute of Life Insurance. Educational Div. 277 Park Ave. New York, N. Y. 10017. Rev. 1970. 36 pp. Free. Financial guide for the young single adult, young married couple, and growing family. Jr. hi. through adult level.

Decorator Ideas. Conso Products Co. 27 W. 23rd St. New York, N. Y. 10010. Free. Pamphlets describing easy and colorful home decoration tricks. Titles include:

CONSO SIMPLEAT. Undated. 4 pp.

CONSO'S TRICKS WITH TRIM. Undated. 14 pp.

CORNICES YOU MAKE YOURSELF. Undated. Fold-out leaflet.

FOR DECORATOR PERFECT PINCH PLEATED DRAPERIES. Undated. 9 pp.

HOW TO DECORATE ALMOST ANYTHING. Undated. Three-fold leaflet.

SHIRRING IS LUXURIOUS. Undated. Leaflet.

Decorating. Armstrong Cork Co. Lancaster, Pa. 17604. Free in limited quantities to homemaking and home management teachers only. Titles include:

HOW TO BUY A FLOOR. 16 pp. Tells how to select the right material to suit your needs.

THE QUIET HOME. 16 pp. Tells how to control noise in the home with the installation of acoustical ceilings.

THE DECORATIVE WINDOW SHADE. Window Shade Manufacturers Assoc. Dept. FI. 230 Park Ave. New York, N. Y. 10017. 16 pp. 25 cents. Illustrates how decorative shades can enhance rooms.

Detergents. Cleanliness Bureau. The Soap and Detergent Assoc. 485 Madison Ave. New York, N. Y. 10022. Leaflets describing work of detergents. Sample titles are:

THE FACTS ABOUT TODAY'S DETERGENTS. Leaflet. Free. Answers to frequently asked questions about biogradability, phosphates, and enzymes.

THE PURSUIT OF CLEANLINESS. 16 mm color films; 14½ minutes. Free loan. A witty and informative history of cleanliness going back 3,000 years to the early days of Rome.

DISHWASHERS, 1972. 20 pp. 001A. 70 cents. Description of various features, selection, and maintenance.

Do You Know Your Economic ABC's Series? Supt. of Documents. Gov't. Printing Office. Washington, D.C. 20402. Booklets which explain the American economy in layman's language. Illustrated. Titles include:

INTERNATIONAL TRADE: GATEWAY TO GROWTH. No. 8 (C [illegible] in 8/4). 1967. 46 pp. 25 cents. How imports and exports affect our economic growth.

PATENTS: SPUR TO AMERICAN PROGRESS. No. 7. (C 1.2:P 27/2). 1967. 46 pp. 35 cents. How the patent system sparks national economic development.

PROFITS AND THE AMERICAN ECONOMY. No. 6. (C 1.2:P 94/970). 1970. 47 pp. 35 cents. How profit incentive stimulates economic growth.

U.S. BALANCE OF PAYMENTS. No. 3. (C 1.2:P 29). 1970. 44 pp. 35 cents. How our international accounts affect our economy.

U.S. ECONOMIC GROWTH. No. 5. (C 1.2:Ec 7/4). 1970. 50 pp. 30 cents. How expansion of natural resources, capital, and manpower has accelerated the American economy.

DON'T BE GYPPED. 1971. 4 pp. leaflet. 045A. Free. Bait and switch advertising: what it is and how to protect yourself; procedures for reporting to the Federal Trade Commission.

THE EASY WAY TO PATCH UP, PAINT UP. Red Devil, Inc. 2400 Vauxhall Rd. Union, N. J. 07083. 15 pp. 25 cents. Helpful tips for painting and redecorating.

Economics. Dun & Bradstreet, Inc. 99 Church St. New York, N. Y. 10007. Single copy free. Titles include:

COST OF DOING BUSINESS: CORPORATIONS. 1971. 6 pp. Average operating ratios in 185 lines of business.

COST OF DOING BUSINESS: PARTNERSHIPS AND PROPRIETORSHIPS. 1971. 4 pp. Average operating ratios in 105 lines of business.

KEY BUSINESS RATIOS. 8 pp. Statistics for 125 lines of retailing, wholesaling, manufacturing, and construction.

Economics. Federal Reserve Bank of Cleveland. Research Dept. P. O. Box 6387. Cleveland, Ohio 44101. Free. Titles include:

MONEY MARKET INSTRUMENTS. Rev. 1970. 68 pp. Booklet dealing with federal funds, floating debt, call loans, and other aspects of banking.

STATISTICAL PROFILE: COUNTIES OF THE FOURTH FEDERAL RESERVE DISTRICT. Rev. 1970. 55 pp. Data on population, income, natural resources, etc.

STATISTICAL PROFILE: STANDARD METROPOLITAN STATISTICAL AREAS OF THE FOURTH FEDERAL RESERVE DISTRICT. Rev. 1970. 56 pp.

ECONOMICS POSTERS. Alpha Iota Chapter of Delta Pi Epsilon. Graduate School of Business Administration. University of Colorado. Boulder, Colo. 80302. 16 posters. $2.00 a set. Illustrates and defines economic terms such as boycott, dividends, recession, free enterprise, and monopoly.

Economics Principles. National Schools Committee for Economic Education, Inc. 1 Park Ave. Old Greenwich, Conn. 06870. Write for free list of teaching aids including lists, films, teachers' manuals, aids and filmstrips. Payment must accompany order when material is not listed as free. Sample titles are:

AMERICA'S WHEEL OF ECONOMIC PROGRESS. 8½" x 11" circular. Single copy free. Package of 50, $1.50. Three-color chart for bulletin board and student use. 19" x 25" wall poster also available. 50 cents.

EXPERIMENT IN SOCIALISM. 1969. 16 pp. 50 cents. Quantity prices available. Explains how to conduct the experiment to demonstrate the life of the worker and his wages in a socialist society. A resource for social science teachers.

STUDIES IN HOW WE LIVE. 1968. 48 pp. $1.00. Contains 194 activities for learning certain economic principles. Jr. hi. level.

Economics Publications. Chamber of Commerce of the United States. 1615 H St., N. W. Washington, D. C. 20006. Single copy free to teachers and librarians. Titles include:

NATIONAL GOALS. (1901). 1971. 53 pp. Explores the ways in which national needs are formulated and balanced against the resources needed to attain them.

WHY ECONOMICS? (0979). 1970. 32 pp. Explains how private enterprise operates and shows the advantages of a private market economy over other economic systems.

ECONOMICS UNIT OUTLINE. American Trucking Assoc., Inc. Public Relations Dept. Educational Services. 1616 P St., N. W. Washington, D. C. 20036. 12 pp. One free to teacher. A complete outline for teacher use in introducing basic economic concepts.

Educational Booklets. Rubbermaid, Inc. Home Service Center. Wooster, Ohio 44691. Free in reasonable quantities. Booklets tell how to save time and be more efficient through proper organization. Titles include:

HOW TO SAVE 30 MINUTES A DAY

NEW ROOM IN YOUR KITCHEN

SMALL WONDERS IN THE KITCHEN

Ekco Publications. Ekco Housewares Co. Public Relations Dept. 9234 W. Belmont Ave. Franklin Park, Ill. 60131. Sample titles are:

ALL ABOUT KNIVES AND CARVING. 1963. 6 pp. Free. Describes use and care of knives.

THE COOKERY BY EKCO. 1969. 63 pp. 50 cents. Includes a recipe section, hints on which utensil to use, all about garnishes, all about knives and carving, and a list of cooking terms.

EKCO CALCULATOR. 4½" x 6" card. 15 cents each. Gives the cost by ounce, pound, pint, or quart.

11 WAYS TO REDUCE ENERGY COMSUMPTION AND INCREASE COMFORT IN HOUSEHOLD COOLING. 1971. 19 pp. 144A. 30 cents.

AN ENCYCLOPEDIA OF HOUSEHOLD HINTS. Sportshelf. P. O. Box 634. New Rochelle, N. Y. 10802. 1970. 15 pp. 50 cents. A handbook of useful tips.

EURODOLLAR MARKET. Federal Reserve Bank of Cleveland. Research Dept. P. O. Box 6387. Cleveland, Ohio 44101. 1970. 47 pp. Free. Discusses structure, interest rate relationships, and some implications of this rapidly growing market.

FDA CONSUMER. 047A. $3.50. Annual Subscription (10 issues). Informs consumers of recent developments in the regulation of foods, drugs, cosmetics and other products by the Food and Drug Administration.

THE FACTS ABOUT TEFLON ON HOUSEWARES. E. I. DuPont de Nemours and Co. Public Relations Dept. Wilmington, Del. 19898. Undated. 13 pp. Single copy free. Illustrated history, properties, and uses of Teflon.

FAIR CREDIT REPORTING ACT. 1972. 6 pp. leaflet. 046A. Free. Consumer's rights under the Fair Credit Reporting Act of 1971; rights include discovery of own credit rating, dispute of erroneous information, and removal of incorrect information from rating report.

FEDERAL BENEFITS FOR VETERANS AND DEPENDENTS. 1971. 27 pp. 175A. 20 cents.

Federal Reserve Bank of Richmond Publications. Federal Reserve Bank of Richmond. Richmond, Va. 23213. Single copy free. Sample titles are:

> READINGS ON MONEY. 1967. 58 pp. Discusses the nature of money, its role in our modern economy, the processes by which it is created, and the structure and operation of the Federal Reserve System.
>
> YOU AND YOUR MONEY. 14 pp. A cartoon booklet dealing with the causes of inflation and deflation and some remedies. For high school students.

FIBERS AND FABRICS. 1970. 28 pp. 038A. 65 cents. Basic information about the properties, uses, and care of the principal natural and man-made fibers.

FLOOR POLISH AND FLOOR CARE. 1972. 20 pp. 145A. 70 cents. Selection and safe application of polishes; proper floor maintenance.

Flooring. National Oak Flooring Manufacturers' Assoc. 814 Sterick Bldg. Memphis, Tenn. 38103. Free. Titles include:

> ARCHITECTS' SPECIFICATION MANUAL. Rev. 1971. 11 pp. Preparation, laying, and finishing of oak floors.
>
> A GUIDE TO OAK FLOORS. 1971. 12 pp. Free. A homeowner's guide to choosing, installing, finishing, and maintaining oak floors.

FORMING CONSUMER ORGANIZATIONS. 1972. 32 pp. 048A. 35 cents. Organization and operation of voluntary groups, suggestions for projects; listing of publications of consumer interest.

THE FREEMAN. The Foundation for Economic Education, Inc. 30 South Broadway. Irvington-on-Hudson, N. Y. 10533. A monthly journal devoted to the explanation and promotion of such libertarian ideals as private property, the free market, and limited government. Sample issue upon request.

Good Housekeeping Buying Guides. Good Housekeeping Bulletin Service. 959 8th Ave. New York, N. Y. 10019. 1968. 40 cents each. $1.50 for complete set. Booklets of advice on buying appliances. Titles include:

DISHWASHERS AND DISPOSERS. 35 pp.

ELECTRIC AND GAS RANGES. 35 pp.

FLOOR CARE APPLIANCES. 31 pp.

REFRIGERATORS AND FREEZERS. 33 pp.

SMALL APPLIANCES. 39 pp.

WASHERS AND DRYERS. 30 pp.

A GROOVY GUIDE TO DECORATING YOUR ROOM. Borden Chemical. Dept. MC. A Div. of Borden, Inc. 350 Madison Ave. New York, N. Y. 10017. 1969. 176 pp. 65 cents. Payment must accompany order. Ideas and instructions for bringing a new look to your room.

GROWING FLOWERING PERENNIALS. 1970. 32 pp. 161A. 25 cents.

GROWING GROUND COVERS. 1970. 16 pp. 162A. 15 cents. Use of low-growing plants, varieties, selection, planting, and care.

GROWTH WITH LESS INFLATION OR MORE INFLATION WITHOUT GROWTH? Conference on Economic Progress. 1001 Connecticut Ave., N.W. Washington D.C. 20036. 70 pp. $1.00. A discussion of the needed turnabout in national economic policies.

GUIDE TO FEDERAL CONSUMER SERVICES. 1971. 151 pp. 049A. $1.00. A summary of the consumer-related services, programs, and consumer publications offered by 34 federal departments and agencies.

A GUIDE TO HOME SPOT REMOVAL. National Institute of Drycleaning. Silver Spring, Md. 20910. 4 pp. Single copy free; 100 for $7.00 plus postage. Some methods for removing common stains.

THE HAZARDS OF "MIXING" TIRE TYPES. 1972. 2 pp. 012A. Free.

HELPING FAMILIES MANAGE THEIR FINANCES. 1968. 51 pp. 019A. 40 cents. Guide to financial planning includes information on use of credit, savings accounts, investments, and life insurance.

HINTS TO THE HANDYMAN. Masonite Corp. 29 N. Wacker Dr. Chicago, Ill. 60606. 14 pp. Free. Tips on how to use Masonite products with 55 plans for the do-it-yourself man.

HOME HEATING. 1968. 24 pp. 142A. 30 cents. Installation, operation, maintenance, and costs of the most commonly used heating systems.

HOME PLANTING BY DESIGN. 1969. 22 pp. 163A. 25 cents. Landscape planning and selection of ground covers, shrubs, and trees.

Housekeeping. A. J. Shaffer. Bissell, Inc. Grand Rapids, Mich. 49501. Free. Sample titles are:

GUIDE TO COMPLETE CARPET CARE. 1970. 16 pp. Carpet selection, buying tips, decorating hints, a work plan for routine carpet care, and a spot and stain removal guide.

GUIDE TO COMPLETE UPHOLSTERY CARE. 1970. 16 pp. Describes how to select and care for upholstered furniture, recommended cleaning procedures, and a stain removal guide.

HOW TO BE A BETTER SHOPPER. The Sperry and Hutchinson Co. Consumer Services. 3003 E. Kemper Rd. Cincinnati, Ohio 45241. 1966. Study Unit. Single set free. Planned for use with student booklet, How to Be a Better Shopper, available free in classroom quantity. Jr. and sr. hi. levels.

HOW THE CONSUMER CAN REPORT TO THE FOOD AND DRUG ADMINISTRATION. 1971. 4 pp. 051A. Free. How to report suspected safety hazards, mislabeling or false advertising of foods, drugs, and cosmetics to the federal government.

HOW TO BUY FOODS/COMO COMPRAR LOS COMESTIBLES. 1971. 31 pp. 050A. 50 cents. A bilingual teaching aid for use in family economics and consumer education courses in secondary schools and adult education programs.

HOW TO BUY A MATTRESS. Simmons Co. 2 Park Ave. New York, N. Y. 10016. 18 pp. Free. Points to check for comfort and service when buying a mattress.

HOW TO DECORATE WITH . . . CLEAN AND CARE FOR CARPETS MADE OF AVLIN POLYESTER. FMC Corp. American Viscose Div. Consumer Information. 350 5th Ave. New York, N. Y. 10001. 12 pp. Free. Tips on choosing, cleaning, and caring for Avlin carpets.

HOW TO MAKE THE MOST OF YOUR FAMILY'S MONEY. Good Housekeeping Bulletin Service. 959 8th Ave. New York, N.Y. 10019. 1968. 62 pp. 50 cents. A guide for making prudent buying decisions in areas of major family expenditures, including food, clothing, housing, automobiles, medical costs and insurance.

HOW TO PREVENT AND REMOVE MILDEW. 1971. 12 pp. 176A. 10 cents.

HOW TO REFINISH OLD FURNITURE AND ANTIQUES. Savogram Co. P. O. Box 130 Norwood, Mass. 02062. 21 pp. 25 cents. Handy tips to follow in refinishing furniture.

HOW TO STOP INFLATION: STOP RAISING WAGES. Cowles Communication Inc. 488 Madison Ave. New York, N.Y. 10022. 4 pp. 15 cents. A plea for wage controls as a means of stopping inflation.

IMPORTING A CAR. 1971. 10 pp. leaflet. 011A. 15 cents. For persons buying cars while abroad to operate in the United States.

INDUSTRIAL LIFE INSURANCE IN THE UNITED STATES: PROSPECT AND RETROSPECT. Life Insurers Conference. 1004 N. Thompson St. Richmond, VA. 23230. 1968. 32 pp. Free. Traces turning points in the history of industrial life insurance and suggests future trends.

INSECTS AND RELATED PESTS OF HOUSE PLANTS. 1970. 16 pp. 164A. 10 cents. Identification of insects, selection and safe use of pesticides.

INSTRUCTIONAL MATERIALS FOR CLASSROOM USE. United States Treasury Dept. Savings Bond Div. Washington, D. C. 20226; or any local savings bond division office. 1971. Free to teachers. Kit containing research projects, mini-dramas, cartoon strip, transparencies, and bulletin board display. Grades 7-12.

INTERIOR PAINTING. 1971. 12 pp. 146A. 15 cents. Selection of paint or finish, surface preparation, and application.

INVESTMENTS AND YOU. Enoch Pratt Free Library. Publications Dept. 400 Cathedral St. Baltimore, Md. 21201. 1968. 10 pp. 10 cents. Listing of books and periodicals dealing with investments.

Johnson Wax Materials. Consumer Education Center. Dept. FI. Johnson Wax Golden Rondelle. 14th and Franklin Sts. Racine, Wis. 53403. Free in reasonable quantities. Sample titles are:

HANDY HINTS-HOW TO CLEAR AND FRESHEN INDOOR AIR. 2 pp. Safety tips on using air fresheners.

HANDY HINTS-HOW TO WAX FURNITURE AS YOU DUST. 2 pp. Tips on using dusting waxes.

THREE RECIPES FOR FINISHING FURNITURE. 4 pp. Suggestions to follow in finishing new furniture or refinishing old furniture.

LADDERS: SELECTION, PROPER USE, AND MAINTENANCE. 1972. 20 pp. 147A. 45 cents.

LANDSCAPE FOR LIVING. 1972. 416 pp. 165A. $3.50. USDA yearbook for 1972; illustrated information on how the individual can improve the environment through plants; how to select and care for various plants.

Laundering. The Maytag Co. Home Service Dept. Newton, Iowa 50208. Free in reasonable quantities. Titles include;

REMOVING SPOTS AND STAINS. 4 pp. A stain removal chart for most commonly encountered stains.

WASH IN OR WASH OUT. 16 pp. Laundry tips for the bride, student, career girl, or bachelor.

Laundry Bulletins. Gold Seal Co. Bismarck, N. D. 58501. Available free to teachers in reasonable quantities. Sample titles are:

CLEAN CLOTHES-CLEAN WATER. No. 20. 4 pp. Facts on nonphosphate detergents.

CONSUMER INFORMATION EDUCATION AND SERVICE. No. 17. 4 pp. Contains a variety of facts on discoloration.

FACTUAL EXPLANATION OF BLEACHING. No. 19. 4 pp. Discusses kinds and characteristics of bleaches.

THE ROLE OF ENZYMES IN LAUNDRY PRODUCTS. No. 18. 4 pp. How enzymes work in laundry products.

Laundry Hints. Lever Brothers Co. 390 Park Ave. New York, N. Y. 10022. 2 pp. Free. Hints on stain removal, hand and machine washing. Titles include:

STAIN REMOVAL CHART

WASHING YOUR SWEATERS THE PROFESSIONAL WAY

WISK THROUGHOUT THE WASH

LET'S HAVE FUN DECORATING WITH DIAMOND WALNUTS. Diamond Walnut Kitchens. 47 Kearny St. San Francisco, Calif. 94108. Free. Leaflet. Instructions for making wreaths, swags, and other Christmas decorations using walnuts.

Life Insurance Learning Materials. Institute of Life Insurance. Educational Div. 277 Park Ave. New York, N. Y. 10017. Single copy free. Sample titles are:

DECADE OF DECISION. Rev. 1971. 56 pp. Case study approach to life and health insurance, designed especially for college courses.

HANDBOOK OF LIFE INSURANCE. Rev. 1971. 95 pp. Single copy free. Simplified account of life insurance. Sr. hi. and col. levels.

LIFE INSURANCE FACT BOOK. Annual. 128 pp. Single copy free. Basic statistical facts about the life insurance business.

A LIST OF WORTHWHILE LIFE AND HEALTH INSURANCE BOOKS. 1971. 80 pp. A list of books of interest to the general public, students of insurance; and those in the insurance buisness.

MODERN HEALTH INSURANCE. 1969. 60 pp. How private health insurande helps American families to meet the cost of health care.

1971 LIFE INSURANCE FACT BOOK. 128 pp. Basic facts about life insurance, types of companies, officials, organizations, glossary, and tables.

POLICIES FOR PROTECTION: HOW LIFE INSURANCE AND HEALTH INSURANCE WORK. Rev. 1970. 36 pp. Explains the methods and procedures by which life and health insurance function for business courses. Includes a teacher's key and manual. Jr. and sr. hi. levels.

TEACHING TOPICS. 12 pp. Single copy free. Published periodically during the school year. Contains articles of general interest.

LOOK FOR THAT LABEL. 1971. 8 pp. 039A. Free. Mandatory labeling requirements for fiber content of fabrics and furs.

MAIL FRAUD LAWS. 1971. 32 pp. 052A. 20 cents. Common mail fraud situations; how the consumer can protect himself; procedure for reporting fraud to the Postal Service.

MAIL ORDER INSURANCE. 1971. 8 pp. 053A. 15 cents. Four common insurance frauds; how to protect yourself; procedures for reporting to the Federal Trade Commission.

MAKING THE MOST OF YOUR MONEY. Institute of Life Insurance. Educational Div. 277 Park Ave. New York, N. Y. 10017. 1971. 47 pp. Free up to 100 copies. Illustrated workbook of lessons in consumer education. Designed for basic adult education programs.

MANAGING YOUR MONEY FOR RETIREMENT. (08132-095). Popular Library, Inc. 355 Madison Ave. New York, N. Y. 10017. 1970. 159 pp. 95 cents. Practical information to plan for financial security after retiring.

TO MARKET TO MARKET. The Sperry and Hutchinson Co. Consumer Services. 3003 E. Kemper Rd. Cincinnati, Ohio 45241. Free. A kit containing 48 slides (free on loan), complete instructions for group leaders, and a 12-page booklet, How to Be a Better Shopper, for each member of the group.

MERCHANDISING YOUR JOB TALENTS. 1971. 26 pp. 177A. 25 cents. Information on preparing a resume, writing a letter of application, interviewing for a job.

MICROWAVE OVEN RADIATION. 1971. 9 pp. 002A. 15 cents.

MONEY AND YOUR MARRIAGE. National Consumer Finance Assoc. 1000 16th St., N. W. Washington, D. C. 20036. Rev. 1970. 32 pp. 35 cents. Manual for counselors, teachers of family-living courses, newlyweds and newlyweds-to-be, designed to promote better understanding of the realities of family finance and the need for planning together. Includes self-test section.

MONEY IN THE UNITED STATES. Center for Information on America. Washington, Conn. 06793. 1967. 14 pp. 35 cents. Explains where money comes from, how it is regulated, and how it affects our economy. Sr. hi. level.

Money Management. Money Management Institute of Household Finance Corp. Prudential Plaza. Chicago, Ill. 60601. Titles include:

IT'S YOUR CREDIT-MANAGE IT WISELY. 44 pp. Single copy. 50 cents.

YOUR GUIDE FOR TEACHING MONEY MANAGEMENT. Rev. 1970. 30 pp. 25 cents. Presents concepts, learning experiences, resources and evaluation criteria for teaching personal economics to students of different ages and abilities.

Money Management Booklets. 20-40 pp. 25 cents each or $3.00 per set of 12 booklets. A series of booklets covering all important areas of personal and family finance. Write for a free program folder describing materials. Titles include:

YOUR AUTOMOBILE DOLLAR

YOUR CLOTHING DOLLAR

YOUR EQUIPMENT DOLLAR

YOUR FOOD DOLLAR

YOUR HEALTH AND RECREATION DOLLAR

YOUR HOME FURNISHINGS DOLLAR

YOUR SAVINGS AND INVESTMENT DOLLAR

Money and Credit Management Education. National Consumer Finance Assoc. 1000 16th St., N. W. Washington, D. C. 20036. 1971-72. Free to teachers. A catalog of educational aids for the classroom teacher, including booklets, audio-visual aids, etc. Sample titles are:

CONSUMER CREDIT CLASSROOM CHARTS

FAMILY GOALS SPREAD SHEET

FAMILY SPENDING SPREAD SHEET

MONTHLY REVIEW. Federal Reserve Bank of Kansas City. Research Dept. Kansas City, Mo. 64198. Subscription free. An economic journal with emphasis on banking, business, and agriculture.

NAREB Publications. Assoc. of Real Estate Boards. 1300 Connecticut Ave., N. W. Washington, D. C. 20036. Single copy free. Titles include:

HOW TO MAKE THE BEST SALE OF YOUR HOUSE. 1969. 7 pp.

SEVEN WAYS WE CAN SELL YOUR HOUSE. 6 pp.

THE NATIONAL ECONOMY AND THE VIET NAM WAR. 1968. 82 pp. Single copy free. Discussion of the problems of checking inflation and improving balance of payments during wartime.

NEW DIMENSIONS IN LIVING WITH HARDBOARD. American Hardboard Assoc. 20 N. Wacker Dr. Chicago, Ill. 60606. 1971. 24 pp. Free. Color illustrations showing ways to use hardboard in home decoration.

1,001 DECORATING IDEAS. Conso Publications. 149 5th Ave. New York, N. Y. 10010. Single copy free to home economics teachers. A variety of decorating ideas.

PAINT AND PAINTING. 1971. 32 pp. 148A. 60 cents. For both interior and exterior painting; selection of equipment and paint or finish, preparation of surface, and application.

Paneling. Masonite Corp. 29 N. Wacker Dr. Chicago, Ill. 60606. Single copy free. Describes ways to use paneling in decorating. Titles include:

MASONITE ROYALCOTE PANELING ANTIQUE SERIES. 7111.

MASONITE ROYALCOTE PANELING FEATURE SERIES. 7114.

MASONITE ROYALCOTE PANELING TRADITION SERIES. 7113.

Patio Plans. Filon. 12333 S. Van Ness Ave. Hawthorne, Calif. 90250. Free. How to use fiberglass panels in building. Titles include:

BUILDING PLANS WITH FILON. Leaflet. Directions for building translucent patio, carport, and other roofs.

PATIO PLANNING KIT. Leaflet. A decorator's guide with color selection ideas.

PHILIPPINE MAHOGANY: THE UNKNOWN WOOD. Philippine Mahogany Assoc., Inc. P. O. Box 3362. Tacoma, Wash. 98499. 8 pp. Free. Gives advantages of Philippine mahogany and illustrations and formulas for finishes.

PLANNING BATHROOMS. 1967. 20 pp. 149A. 15 cents. Arrangement, location, and selection of fixtures and materials.

PLANNING FOR THE LATER YEARS. 1969. 51 pp. 020A. 35 cents. Comprehensive guide for retirement planning with discussions of income, health maintenance, housing, legal problems, and use of leisure time.

PLANNING YOUR HOME LIGHTING. 1968. 22 pp. 150A. 20 cents. Requirements for the selection and maintenance of lighting fixtures.

Plywood. Hardwood Plywood Manufacturers Assoc. 2310 S. Walter Reed Dr. Arlington, Va. 22206. Sample title:

> THE STORY OF HARDWOOD PLYWOOD. 1970. 15 pp. Free. A discussion of various types of plywood and their uses.
>
> PRICE TAG ON THE NATION'S HEALTH. Federal Reserve Bank of San Francisco. Administrative Service Dept. 400 Sansome St. San Francisco, Calif. 94120. 1970. 12 pp. Free. Study of the costs of medical care.

Profit Sharing Information. Profit Sharing Research Foundation. 1718 Sherman Ave. Evanston, Ill. 60201. Free. Titles include:

> DOES PROFIT SHARING PAY? 1971. 6 pp. Highlights of a study of large department store chains.
>
> GROWTH OF PROFIT SHARING AND PENSIONS, 1939 THROUGH 1970. 2 pp. Two charts showing the relationship between profit sharing and pensions.

PROTECTING YOUR HOME AGAINST TERMITES. 1972. 2 pp. 151A. Free.

PROTECTING YOUR HOME AGAINST THEFT. 1972. 2 pp. 152A. Free.

PROTECTION FOR THE ELDERLY. 1971. 7 pp. leaflet. 054A. Free. How to help an elderly person protect himself from common frauds; procedures for reporting to the Federal Trade Commission.

Public Affairs Pamphlets. Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. Titles include:

> FUNERAL COSTS AND DEATH BENEFITS. (409). 1967. 20 pp. 25 cents. How the average family can avoid excessive funeral costs.
>
> THE RESPONSIBLE CONSUMER. (453). 1970. 20 pp. 25 cents. Reviews the problems of the consumer, reports what has been happening in consumer protection, and counsels the consumer on how to choose and spend wisely.

PUBLIC INVESTMENT: AMERICA'S NEW FRONTIER. American Federation of Labor and Congress of Industrial Organizations. 815 16th St., N. W. Washington, D. C. 20006. 1971. 6 pp. Free. Details the AFL-CIO program for public investment to meet the needs of a growing urban population.

Publications. Federal Reserve Bank of San Francisco. Administrative Service Dept. 400 Sansome St. San Francisco, Calif. 94120. Single copy free. Sample titles are:

CREDIT AND CREDIT CARDS. 1969. 14 pp. A discussion of bank credit card plans and their impact on the individual.

CRISIS IN THE STATEHOUSE: A TIME FOR SHARING. 1969. 22 pp. A look at the problems of state and local finance.

WALL STREET BEFORE THE FALL. 1970. 36 pp. A description of basic stock market developments of the last 15 years.

Publications of the Committee for Economic Development. Committee for Economic Development. 477 Madison Ave. New York, N. Y. 10022. Sample titles are:

ECONOMIC GROWTH IN THE UNITED STATES. 1969. 56 pp. $1.00. Describes the growth of the American economy to the present, and then indicates what may reasonably be expected in the future.

FISCAL AND MONETARY POLICIES FOR STEADY ECONOMIC GROWTH. 1969. 85 pp. $1.00. A reexamination of the role of fiscal and monetary policies in achieving the nation's basic economic objectives.

HOW LOW INCOME COUNTRIES CAN ADVANCE THEIR OWN GROWTH. 1966. 57 pp. $1.50. What low income countries can do through self-help measures to achieve sustained high rates of growth in per capita income.

QUACKERY. 1971. 2 pp. 055A. Free. Common medical fraud (quackery) situations; how to protect yourself; procedures for reporting to the Food and Drug Administration.

READ THE LABEL. 1972. 24 pp. 056A. 40 cents. Information that must appear on the labels of foods, drugs, cosmetics, and household chemicals; how to use this information.

REMOVING STAINS FROM FABRICS. 1968. 32 pp. 040A. 20 cents. Stain removers and instructions for removing 142 common stains.

RENT WATCH FOR SOCIAL SECURITY BENEFICIARIES. 1972. 4 pp. 057A. Free. Special procedures social security beneficiaries should follow to report a suspected unfair rent increase to the Internal Revenue Service.

ROAD MAPS FOR FORMS 1040 and 1040A. 1972. 24 pp. 022A. Free. Simple illustrated instructions on how to complete income tax forms 1040 and 1040A.

ROOM AIR CONDITIONERS. 1972. 24 pp. 003A. 45 cents. How they work, selection, use, and maintenance.

SAFE USE OF PESTICIDES. 1972. 6 pp. leaflet. 166A. 10 cents.

SAFETY BELT MYTHS 1972. 8 pp. leaflet. 013A. 10 cents. Need for and proper use of automobile safety belts.

SAFETY TIPS ON THE PURCHASE AND USE OF HYDRAULIC BRAKE FLUIDS. 1972. 3 pp. 014A. Free.

SANITATION IN HOME LAUNDERING. 1970. 8 pp. 041A. 10 cents. Disinfectant in home or coin-operated washing machine; when to use, how to select and use properly.

THE SEARCH FOR ECONOMIC SECURITY. Institute of Life Insurance. Educational Div. 277 Park Ave. New York, N. Y. 10017. 1971. 64 pp. Free. The evolution of the American economic security system told with historic pictures and stories. Sr. hi. through adult levels.

SELECTING AND GROWING HOUSE PLANTS. 1968. 32 pp. 167A. 15 cents.

SELECTING SHRUBS FOR SHADY AREAS. 1970. 16 pp. 168A. 15 cents.

SETTING YOUR TABLE. Royal Worcester Porcelain Co., Inc. 11 E. 26th St. New York, N. Y. 10010. 1970. 6 pp. Up to 50 copies free. A guide to different types of dinnerware, selection and care of china, and table setting.

7 WAYS TO REDUCE FUEL CONSUMPTION IN HOUSEHOLD HEATING. 1970. 10 pp. 143A. 25 cents.

SIMPLE PLUMBING REPAIRS. 1970. 14 pp. 153A. 10 cents Equipment and methods for repairing faucets, valves, leaks in pipes and tanks, frozen pipes, toilets, and clogged drains.

SKIPPERS COURSE. 1972. 94 pp. 178A. $1.50. Basic self-instructional program for beginning boaters, emphasizes safety.

SOAPS AND DETERGENTS FOR HOME LAUNDERING. 1971. 8 pp. 042A. 10 cents.

Sportshelf Publications. Sportshelf. P. O. Box 643. New Rochelle, N. Y. 10802. Titles include:

HOW TO BE A WISE SHOPPER. 1971. 15 pp. 50 cents. Tells how to get the most for your money in food, clothes, and many household items.

TRUTH IN LENDING-AND YOU. 1970. 11 pp. 50 cents. Provides guidelines to follow in shopping for credit.

Stainless Steel Information. Stainless Steel News Bureau. Basford Inc. 1301 Avenue of the Americas. New York, N. Y. 10019. Free. Sample titles are:

GLORIA WRIGHT SPEAKS TO YOUNG HOMEMAKERS. 23 pp. An aid to selecting kitchen utensils with hints for the beginning housekeeper.

STAINLESS STEEL EDUCATIONAL KIT FOR HOME ECONOMICS TEACHERS. 7 pp. Information about stainless steel, cookware, flatware, and cutlery.

STUDDED TIRES. 1971. 4 pp. 015A. Free. Performance, installation, limitations on use.

SUMMARY OF INFORMATION FOR SHIPPERS OF HOUSEHOLD GOODS. 1970. 17 pp. 179A. 20 cents. Consumer guide for obtaining estimates, obtaining accurate weights of shipments, preparing articles for shipment, and filing loss or damage claims.

SUNLAMPS. 1972. 2 pp. 004A. Free. Precautions for safe use.

Taxes. Tax Foundation, Inc. 50 Rockefeller Plaza. New York, N. Y. 10020. Sample title:

STATE AND LOCAL EMPLOYEE PENSION SYSTEMS. (No. 22). 1969. 64 pp. $1.50. Examines the major elements of state and local pension systems, presents a picture of typical practices, and discusses some of the critical problems.

Government Finance Briefs. Single copy free. Sample titles are:

CONGRESSIONAL EXPENDITURE LIMITATIONS: AN EVALUATION. (GFB 17). 1969. 14 pp. Reviews attempts at past curbs on spending and assesses the future outlook.

FEDERAL REVENUE SHARING: A NEW APPRAISAL. (GFB 16). 1969. 27 pp. Discusses various issues in federal tax sharing.

THE FUTURE ROLE OF SOCIAL SECURITY. (GFB 19). 1970. 20 pp. A perspective on current issues in social security.

Teaching Aids for Economic Education in Elementary and Secondary Schools. Joint Council on Economic Education. 1212 Avenue of the Americas. New York, N. Y. 10036. Sample title:

INFLATION CAN BE STOPPED. STEPS FOR A BALANCED ECONOMY. 1969. 32 pp. 25 cents. Quantity discount. Simple introduction to monetary and fiscal policy and their relationship to the individual. How actions taken at the national level can achieve a balanced economy, and how the individual can influence these decisions.

Teaching Personal Economics. Joint Council on Economic Education. 1212 Avenue of the Americas. New York, N. Y. 10036. 1971. $2.50 each. These books offer a personalized approach to teaching economics within the school curriculum. Each is a self-contained teacher's guide offering varied techniques and materials to help students gain necessary economic concepts. Titles include:

TEACHING PERSONAL ECONOMICS IN THE BUSINESS CURRICULUM. 104 pp.

TEACHING PERSONAL ECONOMICS IN THE HOME ECONOMICS CURRICULUM. 104 pp.

TEACHING PERSONAL ECONOMICS IN THE SOCIAL STUDIES CURRICULUM. 96 pp.

TEACHING UNIT FOR CONSUMER FINANCE. National Consumer Finance Assoc. 1000 16th St., N. W. Washington, D. C. 20036. Portfolio. Rev. annually. $1.00. A one-week teaching unit by Dr. Carl F. Hawver containing class panel presentations, group dynamics, audio-visual techniques, question and answer materials, tests, lesson plans, and teacher's guide for understanding money management and consumer finance. Sr. hi. level.

A TEACHER'S GUIDE TO FINANCIAL EDUCATION. (261-08398). National Education Assoc. Home Economics Education Assoc. 1201 16th St., N. W. Washington, D. C. 20036. 1967. 51 pp. $1.00. Quantity prices on request. Excellent material for teaching practical economics to high school students.

A TEACHER'S GUIDE TO FLOWER ARRANGEMENT. The Kenneth Post Foundation. Box 100. Etna, N. Y. 13062. 40 pp. 50 cents. Lesson plans for a unit in flower arrangement.

TENANT'S GUIDE TO RENT CONTROLS. 1972. 14 pp. 058A. Free. What rents are controlled, computing base rent, allowable increases, and procedures the landlord must follow in giving notice of a rent increase.

300 WAYS TO SAVE TIME IN HOMEMAKING. Good Housekeeping Bulletin Service, 959 8th Ave. New York, N. Y. 10019. 1968. 39 pp. 50 cents. Pointers on every phase of homemaking, from feeding the family to getting ready for guests.

TIRES: THEIR SELECTION AND CARE. 1970. 28 pp. 016A. 65 cents.

TO HAVE AND TO HOLD. Pickard, Inc. P. O. Box 309. Antioch, Ill. 60002. Discusses types of china and crystal, how to choose them, and how to care for them. Free in classroom quantities.

TREES FOR SHADE AND BEAUTY. 1970. 8 pp. 170A. 10 cents.

TRANSPLANTING ORNAMENTAL TREES AND SHRUBS. 1972. 11 pp. 169A. 10 cents.

TRUTH IN LENDING. 1970. 6 pp. 059A. Free. Consumer's rights under the Truth in Lending Law of 1969; includes right to discovery of terms of credit.

USING OUR CREDIT INTELLIGENTLY. National Foundation for Consumer Credit. 1819 H St., N.W. Washington, D.C. 20006. 1970. 54 pp. 85 cents. Written for young people who will be the future users of consumer credit.

VACUUM CLEANERS: THEIR SELECTION, USE AND CARE. 1972. 16 pp. 005A. 60 cents.

WASHERS AND DRYERS. 1972. 24 pp. 006A. 45 cents. Selection and maintenance.

WHAT INFLATION AND TIGHT MONEY MEAN TO YOU. (416). Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. 1968. 20 pp. 25 cents. A layman's pamphlet about the national economy.

WHAT'S BEING DONE ABOUT X-RAYS FROM HOME TV SETS? 1971. 12 pp. leaflet. 007A. 10 cents. Federal standards for color TV sets; safety in use and servicing.

WOOD DECAY IN HOUSES, HOW TO PREVENT AND CONTROL IT. 1969. 17 pp. 154A. 20 cents. Selection, preservation, and maintenance of lumber exposed to high moisture levels.

Wool Ways Series. Pendleton Woolen Mills. 218 S. W. Jefferson St. Portland, Ore. 97201. Single copy free to teachers. Seven bulletins on the care of woolen products. Titles include:

BLANKET CARE

BUYING CLOTHES WISELY

PRESSING WOOL

SPOTLESS WOOLENS

SWEATER CARE

THIS IS WOOL

WOOL CARE

YOUR FEDERAL INCOME TAX. 1972. 160 pp. 023A. 75 cents. Comprehensive guide to preparing personal income tax returns; includes filing, and determining taxable income, adjustments to income, deductions, etc.

YOUR MONEY AND THE FEDERAL RESERVE SYSTEM. Federal Reserve Bank of Minneapolis. Public Information Dept. 73 S. 5th St. Minneapolis, Minn. 55480. Rev. 1968. 20 pp. Free. Describes services provided by Federal Reserve Banks, with special emphasis on how currency and coin are supplied. Briefly discusses system structure and how Federal Reserve actions influence the supply of money and bank reserves.

YOUR MONEY: WHO'S FOOLING WITH IT? Cowles Communications, Inc. 444 Madison Ave. New York, N. Y. 10022. 1971. 5 pp. 15 cents. A distinguished economist talks about the principal causes of inflation, the mistakes of presidents, and what can be done.

YOUR SOCIAL SECURITY. 1971. 47 pp. 021A. 30 cents. Who is eligible, amounts of payments; how to apply for Social Security and Medicare benefits.

ADDENDUM

AREA OF KNOWLEDGE--CONSUMER ECONOMICS

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Essex, Martin W. OCCUPATIONAL WORK ADJUSTMENT RESOURCE SUPPLEMENT TO CONSUMER EDUCATION-CURRICULUM GUIDE FOR OHIO. Columbus, Ohio: Vocational Education Division, State Department of Education, 1971.

Binder on Selected Assortment of Consumer Items.

Udvari, Stephen S. BUYING GUIDES. The University of Wisconsin: University Extension, 1971.

Series of Pictures and Price Lists on Consumer Goods.

Trenton, N. J.: Oxford Bone China, 1973.

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Newark, N. J.: Wiss Shears and Scissors, 1972.

Auburn, Ala.: Cooperative Extension Service:

BUYING BEEF, Leaflet, YHE-17.

A NEW HAPPENING WITH FOODS, Leaflet, YHE-70.

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UP FRONT WITH GOOD TABLE MANNERS, YHE-114.

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Wylie, Richard E. Pamphlet - TEACHER'S GUIDE ON CONSUMERISM WITH SKILL WORKSHEET. Largo, Fla.: Relevant Production, Inc. 1974.

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Editorial Staff. STEPS TO MATHEMATICS #1. Austin, Texas: Steck-Vaughn Company, 1969.

Hunter, William F. and Pauline L. LaFollette. DIRECTING ARITHMETIC SKILLS. New York: Webster Division/McGraw-Hill Book Company, 1969.

Johnson, Donovan A., et. al., ACTIVITIES IN MATHEMATICS (Teacher's Edition). Glenview, Illinois: Scott, Foresman and Company, 1971.

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Wylie, Richard F. HOW TO HANDLE MONEY (Pamphlet). Largo, Fla.: Relevant Productions, Inc., 1974.

Shea, James T. WORKING WITH NUMBERS. Austin, Texas: Steck-Vaughn Company, 1953.

Mooney, Thomas J. ARITHMETIC THAT WE NEED. Phoenix, N. Y.: Frank E. Richards, Publishers, 1966.

ON YOUR ONW (Accent/Family Finances) (Instructor's Book). HOW MARCIA LEARNED TO HANDLE HER OWN MONEY. San Francisco: Clarion House, 1968.

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Yancey, Elise K. STUDY OF THE METRIC SYSTEM FOR A NON-CREDIT COURSE. (Typewritten Paper in Pamphlet Book) (Unpublished); Auburn University: Dr. Harry E. Frank.

INTRODUCING THE METRIC SYSTEM. Chicago, Illinois; Coronet Instructional Films, 1969.

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Starks, Johnetta. MEASURE, CUT, AND SEW. New York: Holt, Rinehart and Winston, Inc., 1966.

Be Informed-Unit 13. USING MEASUREMENTS. Syracuse, N. Y.: New Readers Press, 1970.

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Federal Tax Course. FACSIMILE TAX RETURN FORMS AND PROBLEMS. Washington, D. C.: Commerce Clearing House, Inc., 1974.

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Bryant, Shari G. Money Management Library (Booklet #2), MONEY MANAGEMENT-YOUR EQUIPMENT DOLLAR. Chicago, Ill.: Household Finance Corporation, 1963.

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NuTone Food Center. PARTY MATE. Scovill: NuTone Housing Products.

White, Virginia C. QUICK MEALS FOR THE FAMILY. Auburn University: Circular HE-253, Alabama Cooperative Extension Service.

CSM. THE POWER PACKED FOOD RECIPES. Milwaukee, Wisconsin: Krause Milling Company.

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LIST OF BREAKFAST FOODS I CAN GET. Auburn University: Leaflet YHE-121, Cooperative Extension Service.

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4 STEPS TO GOOD EATING. Auburn University: Circular HE-49, Cooperative Extension Service.

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White, Virginia C. GOOD FOOD ON A BUDGET IN LEISURE YEARS. Auburn University: Circular HE-254, Cooperative Extension Service.

FOOD/ABC's. Montgomery, Ala.: Alabama Department of Public Health, No. A-HE-42-MCH.

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Marable, Virginia H. and Dorothy Overbey. When You Buy- Series: Auburn University; Cooperative Extension Services:

a. Milk - Circular HE-241
b. Vitamin A Foods - Circular HE-237
c. Cheese - Circular HE-240
d. Eggs - Circular HE-229
e. Bread - Circular HE-239
f. Vegatables and Fruits - Circular HE-236
g. How to Buy Carrots - Circular HE-245
h. Cooking Greens - Circular HE-247
i. How to Buy Onions - Circular HE-248
j. How to Buy Apples - Circular HE-246
k. How to Buy Oranges and Grapefruit - Circular HE-244

New Meat Identity Program. BE A SMARTER SHOPPER...A BETTER COOK. Chicago, Ill.: National Live Stock and Meat Board

A STEER'S NOT ALL STEAK. Montgomery, Ala.: Alabama Cattlemen's Association.

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a. Meat - Circular HE-231
b. Ground Beef - Circular HE-232
c. Liver - Circular HE-230
d. Turkey - Circular HE-228
e. Hot Dogs - Circular HE-233
f. Luncheon Meats - Circular HE-234
g. Snacks - Circular HE-238

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Sullivan, Marjorie Doyle. PROGRAMMED MATH (Book 8). New York: Webster Division/McGraw-Hill Book Company, 1968.

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Goble, Dorothy Y. YOU AND YOYR MONEY. Austin Texas: Steck-Vaughn Company, 1967.

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Henney, Lee. SYSTEM FOR SUCCESS (Book #1-Third Edition). Chicago: Follet Publishing Company, 1972.

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Smith, Perry M. VEGATABLE GARDEN HANDBOOK. Auburn University: Circular P-50, Cooperative Extension Service.

Smith, Perry M. Home Gardening Series, Auburn University, Cooperative Extension Service.

a. In Northern Alabama - Circular P-50A
b. In Central Alabama - Circular P-50B
c. In Southern Alabama - Circular -50C

Smith, Perry and Virginia H. Marable. GARDENING IS FUN. Auburn University: Circular HE-35. (W/Revision 2:70). Cooperative Extension Service.

Marable, Virginia H. and Perry Smith. GROW YOUR OWN-Series. Auburn University, Cooperative Extension Service:

a. Beans - Circular HE-256
b. Collards - Circular HE-250
c. Greens - Circular HE-249
d. Okra - Circular HE-252
e. Southern Peas - Circular HE-251
f. Squash - Circular HE-257
g. Tomatoes - Circular HE-209

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Overbey,. Dorothy and Virginia H. Marable. DRINKS/WHICH DO YOU BUY FOR YOUR FAMILY? Auburn University: Circular HE-156, Cooperative Extension Service.

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Thurston, Faye Culver and Fariss Prickett. HOW TO MIX NONFAT DRY MILK. Auburn University: Circular HE-30, Cooperative Extension Service.

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Marable, Virginia H. and Dorothy Overbey. HOW TO STORE MILK. Auburn University: Circular HE-175, Cooperative Extension Service.

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c. Okra - Circular HE-203b
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f. Okra

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b. Main Dishes - Circular HE-4
c. Desserts - Circular HE-5
d. Beans - Leaflet YHE-26
e. Peaches - Leaflet YHE-46
f. Cream Style Corn - Leaflet YHE-48
g. Blackberries - Circular HE-207b
h. Butter Beans - Circular HE-206b
i. Peaches in Syrup - Circular HE-207c
j. Vegetables - Circular HE-206a

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b. Apples - Circular HE-205e
c. Beans (Snap) - Leaflet YHE-41
d. Berries - Leaflet YHE-25
e. Blackberries - Circular HE-205b
f. Peaches - Circular HE-205d
g. Pears - Circular HE-205c

h. Pear Jam - Leaflet YHE-40
i. Tomatoes - Leaflet YHE-31
j. Tomatoes - Circular HE-43
k. Pressure Canner - Leaflet YHE-28
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ADULT COMPETENCY EDUCATION

Health Module

HEALTH

INSTRUCTIONAL GOAL: To insure good mental and physical health for the individual and the family.

DESIGNATOR SYSTEM: Those performance objectives related directly to health are designated H and followed by a number. The tasks (enabling objectives) follow the performance objectives with the letter "T" used as the Task designator, then followed by the number for that specific objective. Thus, the designator code H-1, T-1 means Health Objective One, Task One.

CONTENTS:

1. Health performance objective and tasks.
2. Suggested advanced tasks for certain performance objectives.
3. Bibliography of suggested resources not contained in the Resources sections fo the task modules.

HEALTH

H Objective 1. To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

TASKS:

T-1. To associate correct words with pictures of the human body and of various objects related to health maintenance (thermometer, eye dropper, skull and crossbones on poison labels, etc.).

T-2. To be able to report occurrences and symptoms to a pretended doctor.

T-3. To be able to follow directions given by doctor.

T-4. Using words learned in H-1, T-1 to write a personal medical history.

T-5. To develop a medical vocabulary for the expression of feelings of aches, pains, fever, nausea and so forth.

T-6. To be able to read labels on medicines and follow directions given.

H Objective 2. To understand man's need and use of proper clothing and shelter.

TASKS:

T-1 To read available literature on improving, in terms of protection, one's clothing and shelter (weather stripping, etc.).

H Objective 3. To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards related to home and occupational safety.

TASKS:

T-1. To list various home safety measures (tub mats, night lights, care with electrical appliances and fuses, sturdy stepladders, etc.).

T-2. To list safety precautions needed during severe weather conditions (electrical storms, ice, tornadoes, etc.).

T-3. To explain the importance of cleanliness (as a general concept and specifically in relation to aspects such as food preparation, child care, care of wounds, etc.).

T-4. To list some of the fire hazards in the home and car and to explain how best to prevent or deal with them.

T-5. To list what to keep in medicine shelf and in first aid kit.

T-6. To discuss hazards to children and effective preventive measures.

T-7. To list hazards encountered on way to and from work, shopping, etc., and ways of avoiding accidents.

H Objective 4. To know medical and health services available in the community.

TASKS:

T-1. To write lists of medical and health services with phone numbers, addresses and services available.

T-2. To read literature from various kinds of health agencies in the community (e.g., birth control clinics, V. D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).

T-3. To identify commonly used words and signs with pictures or diagrams that describe various areas of health: drugs, alcohol, and tobacco.

T-4. Using a city map, to mark locations of hospitals, medical clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations and other medical and health organizations in the community.

T-5. To read literature on, discuss and list features to look for in a nursing home.

T-6. Given medical or health emergencies (drowning, poisoning, stomachache) and/or natural disasters (tornado, etc.), to locate the proper person, authority or service for contact.

H Objective 5. To understand general child rearing practices and procedures for guarding the safety of a child and to apply proper action in accordance with need and resources.

TASKS:

T-1. To list safety precautions for a child for various kinds of situations including toys, transportation, immunization, storage of dangerous drugs and cleaners, etc.

T-2. To list the physical needs (clothes, food, immunizations) of a growing child.

T-3. To construct a list showing ages at which basic immunizations should occur.

T-4. To locate various child care organizations in a community.

T-5. To list circumstances in which a doctor should be consulted.

T-6. When applicable, to understand proper prenatal care (diet, care in taking drugs, regular medical checks, etc.) and infant care.

H Objective 6. To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

TASKS:

T-1. To list general good and bad habits of health maintenance.

T-2. To read available and applicable literature on physical and mental health maintenance.

T-3. To prepare a list of physical and health attributes which the individual would like to find in others.

T-4. To recognize various abnormal behaviors, and to determine possible courses of action in regard to persons having such abnormal behavior.

H Objective 7. To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

TASKS:

T-1. To read available and applicable literature for the development of effective coping skills and attitudes. To discuss and demonstrate effective behavior and attitudes for coping with given problems or situations (personal and work related).

T-2. To list general adjectives which a learner thinks best describes his attitude toward people in general and his perception of self.

T-3. To understand nature of groups commonly encountered and to describe one's interest in such a group.

H Objective 8. To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

TASKS:

T-1. Using the Red Cross representative to demonstrate and discuss first aid.

T-2. To read a thermometer.

T-3. Using a list of various kinds of accidents or emergencies to check those which should be reported and to write the names of persons or agencies to which the report should be made.

H Objective 9. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

TASKS:

T-1. Using available hospitalization policies, to understand words relating to various coverages, diseases, treatments, etc., and expenses involved, calculate costs and fees.

T-2. To locate places in the community that provide assistance, including state and federal Medicaid and Medicare programs.

H Objective 10. To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

TASKS:

T-1. Associate commonly used words and signs with pictures and diagrams that describe various areas of health, nutrition, food preparation and measurement.

T-2. Using available literature and resources, to list nutritional requirements.

T-3. To understand methods of food preparation and food preservation.

T-4. Using several recipes from cookbooks, to calculate amounts of ingredients required for numbers of servings varying from those indicated.

T-5. To contact Land Grant College Home Economics Extension Department to arrange for an agent to come into the home to offer health and nutrition planning suggestions based on personal needs and resources.

T-6. To mark the number of calories (using available charts) of foods commonly eaten at home.

T-7. To calculate the number of calories consumed in a recent meal.

T-8. Given a list of food in each basic food group, to rank them in terms of cost.

T-9. To prepare a list of foods which are commonly eaten in the individual's home and using that list to prepare a balanced menu.

T-10. Using index of cookbook to find recipes for foods given by the instructor.

T-11. Use dictionaries to write definitions of unknown words encountered in recipes.

T-12. Using unfamiliar recipe to read and verbally explain the procedure to the instructor and to test it in the home.

T-13. From a group of sample meal plans prepared by the instructor, select the one which is most balanced.

DESIGNATOR: H-1, T-1

AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-1: To associate correct words with pictures of the human body and of various objects related to health maintenance (thermometer, eye dropper, skull and crossbones or poison labels, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect pictures or diagrams related to health care and maintenance, such as thermometer, skull and crossbones, skull, heart, ribs, eye, lungs.	1. Assist in collecting pictures and diagrams related to health care such as specified by instructor.	1-1 Pamphlets from Health agencies, Community Action Agency. 1-2 Nicoll, James S., Julia C. Foster, and William B. Bolton. YOUR HEALTH - TODAY AND TOMORROW. Atlanta: Laidlaw Brothers, Inc., 1960. 1-3 Miller, Benjanim F., Edward B. Rosenberg, and Benjamin L. Stackowski. INVESTIGATING YOUR HEALTH. Boston: Houghton Mifflin Company, 1971. Glossary - pages 540-548.
2-1 Lead class discussion on collected pictures and diagrams. 2-2 Use flash cards and games such as bingo to help learners correctly identify health words with pictures or diagrams.	2-1 Participate in class discussion associating the written words with pictures and diagrams. Copy list of words. 2-2 Identify health words as related to pictures and diagrams.	2. Instructor-made flash cards or bingo game.

H-1, T-1 continued.

3. Explore possibilities for field trips to health facilities.	3-1 Decide as a group which health facilities to visit. 3-2 During field trip, list terms previously discussed in class.	3. Local health facilities -- hospitals, clinics, nursing homes.
4. Lead discussion of observations from field trip.	4. Discuss learning experiences gained from field trip (orally or written).	4. Refer to all resources previously made available.
5. Obtain filmstrip and transparencies relevant to health care and maintenance.	5. Identify terms, pictures and/or diagrams related to health care and maintenance.	5. Films -- Board of Education, local library, health facilities, AMA, American Cancer Association. Instructor-made transparencies.

DESIGNATOR: H-1, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicines, etc.

ENABLING OBJECTIVE T-2: To be able to report occurrences and symptoms to a pretend doctor.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain literature describing various diseases and their symptoms.	1. Read literature on diseases and their symptoms and discuss with class members.	1-1 Pamphlets from local Health Department or from individual agencies such as American Cancer Association. 1-2 Briney, Kenneth. CARDIOVASCULAR DISEASE: A MATTER OF PREVENTION. Belmont, California: Wadsworth Publishing Co., 1970. 1-3 Moore, George E. THE CANCEROUS DISEASES. Belmont, California: Wadsworth Publishing Co., 1970.
2. Obtain filmstrips concerning diseases and their symptoms.	2. View films on diseases and discuss symptoms with class member. Relate personal experiences and symptoms of which people need to be aware.	2-1 Creative Visuals, Gamco Industries, Incorporated, Box 1911, Big Springs, Texas. 2-2 Cathedral Films, ℅ QED Productions, Burbank, California 91505.
3. Divide learners into small groups for purpose of role-play activities.	3. In small groups, role play situations of reporting symptoms of illness to a doctor.	3. ----------

DESIGNATOR: H-1, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-3: To be able to follow directions given by a doctor.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion of importance of following any directions exactly. Stress importance of listening carefully to directions and asking questions if directions are not understood.	1. Participate in discussion of importance of following directions exactly.	1. Instructor-made list on prescribed medical directions.
2. Ask learners to list considerations in taking any medicine. Example: amount of dosage, time period between doses, medication prescribed for you - not for someone else.	2. List things to consider when taking medicine.	2. Learner-made list.
3. Invite local doctor to discuss importance of following directions.	3. Participate in discussion with doctor the special importance of following a doctor's directions.	3. Local doctor.

DESIGNATOR: H-1, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate reporting of symptoms and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-4: Using words learned in H-1, T-1 to write a personal medical history.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Explain parts of the body and how they work in conjunction to other parts.	1. Think about the location and movements of each part of the body.	1. Thackston, John A., Ph.D. and William T. Newsom, M.D. PROTECTING OUR HEALTH. Atlanta: The Economy Company, 1965.
2. Formulate groups of sentences describing the function of the human body and leave out main words learned from H-1, T-1.	2. Study words one needs to know about bodily functions and fill in words to complete instructor-made sentences.	2. List of words from H-1, T-1.
3. Prepare a health checklist and explain to learners how to use the checklist to know about their health.	3. Fill out checklists and seek answers as to the best ways to care for their health.	3. Udvari, Stephen S. and Janet Laible. HEALTH, SAFETY, AND SANITATION. Austin: Steck-Vaughn Company, 1973. pp. 65-80.
4. Alert learners to the existence of various health agencies. Emphasize the need for everyone's interest and help for insuring better health for all.	4. Determine the types of health programs available and the types of medical tests performed by the various agencies.	4. Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski: INVESTIGATING YOUR HEALTH. Boston: Houghton Mifflin Company, 1971. Chapters 21-25.

H-1, T-4 continued.

5. Procure copies of health record forms; prepare transparency of a form and discuss with learners the importance and accessibility of personal health records.	5. Recognize and participate in discussing the importance of keeping up-to-date health records.	5-1 See H-1, T-4, #1. 5-2 Health records for local clinics and instructor-made transparency.
6. Assist learners in filling out individual health records.	6. Each learner must undertake filling out a health record as best one can and/ or know where such a record is being maintained.	6. Refer to all resources listed for H-1, T-4.

DESIGNATOR: H-1, T-5 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurat
and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-5: To develop a medical vocabulary for the expression of feelings of ache
and so forth.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Explain the need for learners to respect modes of behavior that do not conform to their own.	1. Recognize acceptable ways to adjust to one's abilities and limitations and how a healthy personality develops throughout life.	1. Mille B. Rosenb Stackowsk HEALTH. Company, 211.
2. Explain emotional maladjustments and how emotional problems can cause physical illness.	2. Learners become aware and alert to the fact that the body reacts physically to mental tensions, frustrations, and everyday pressures.	2. See ab 10 "The T pp. 213-2
3. Form learners into small groups and have them discuss their feelings and various aspects of human personality.	3. Learners to participate in group discussions and describe their experiences and how they feel about their health in relation to others.	3. See Ur resource;

AREA OF KNOWLEDGE---HEALTH

E H-1: To know basic medical and physiological terminology for accurate reporting of symptoms
rections in applying treatments, taking medicine, etc.

S: To develop a medical vocabulary for the expression of feelings of aches, pains, fever, nausea

	LEARNER ACTIVITY	RESOURCES
arners to re- at do not conform	1. Recognize acceptable ways to adjust to one's abilities and limitations and how a healthy personality develops throughout life.	1. Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski. INVESTIGATING YOUR HEALTH. Boston: Houghton Mifflin Company, 1971. Chapter 9, pp. 194-211.
djustments and n cause physi-	2. Learners become aware and alert to the fact that the body reacts physically to mental tensions, frustrations, and everyday pressures.	2. See above titled resource, Chapter 10 "The Troubled Personality," pp. 213-247.
ll groups and lings and var- onality.	3. Learners to participate in group discussions and describe their experiences and how they feel about their health in relation to others.	3. See Unit Three of the above titled resource; pp. 192-229.

DESIGNATOR: H-1, T-6 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-1: To know basic medical and physiological terminology for accurate r
and to follow a doctor's directions in applying treatments, taking medicine, etc.

ENABLING OBJECTIVE T-6: To be able to read labels on medicine and follow directions given.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Collect labels from medicine bottles to use in class.	1-1 Assist in the collection of relevant material and then discuss these labels paying special attention to amount of dosage, time between dosages and the recommended amount of medicine to take before consulting physician. 1-2 Pay attention to instructions given on labels with respect to the antidotes printed on labels.	1. Medicine Office For D Washington
2. Contact local physicians, nurses, and pharmacists to use as resource persons.	2. Ask resource persons relevant questions as to what effects can be incurred by the misuse of medicines.	2. Physicia acists.
3. Write Special Action Office For Drug Abuse Prevention to obtain useful material.	3. Read literature on prevention of drug abuse and discuss some of the problems arising from the drug habit.	3-1 Transp slide projec ℅ QED Prod fornia 9150 3-2 Ealing Hoover Cou bama 35226

AREA OF KNOWLEDGE---HEALTH

1: To know basic medical and physiological terminology for accurate reporting of symptoms
ons in applying treatments, taking medicine, etc.

o be able to read labels on medicine and follow directions given.

	LEARNER ACTIVITY	RESOURCES
e bottles to	1-1 Assist in the collection of relevant material and then discuss these labels paying special attention to amount of dosage, time between dosages and the recommended amount of medicine to take before consulting physician. 1-2 Pay attention to instructions given on labels with respect to the antidotes printed on labels.	1. Medicine bottles, Special Action Office For Drug Abuse Prevention, Washington, D. C. 20506.
urses, and e persons.	2. Ask resource persons relevant questions as to what effects can be incurred by the misuse of medicines.	2. Physicians, nurses, and/or pharmacists.
For Drug A- ful material.	3. Read literature on prevention of drug abuse and discuss some of the problems arising from the drug habit.	3-1 Transparencies, filmstrips and slide projectors, Cathedral Films, ℅ QED Productions, Burbank, California 91505. 3-2 Ealing Film Loops, ℅ CCM, 1945 Hoover Court, Birmingham, Alabama 35226.

H-1, T-6 continued.

3-3 Mille
Rosenberg
wski. INV
Boston: H
1971. Cha
pp. 285-30

3-3 Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski. INVESTIGATING YOUR HEALTH Boston: Houghton Mifflin Company, 1971. Chapter 14 "The Drug Habit." pp. 285-303.

DESIGNATOR: H-2, T-1 AREA OF KNOWLEDGE--HEALTH

PERFORMANCE OBJECTIVE H-2: To understand man's need and use of proper clothing and shelter.

ENABLING OBJECTIVE T-1: To read available literature on improving, in terms of protection, one's clot (weather stripping).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESO
1. Collect colthing catalogs from companies in order to make best selection of clothing.	1. Discuss clothing in various catalogs in order to be able to select the best types available for seasonal usages.	1. Sears Cat
2. Invite resource persons from Public Housing Board in order to inform the students of their services concerning various types of homes available for rent and for purchase.	2. Participate in discusssion relative to public housing.	2. Pamphlet
3. Collect material from Building and Construction Companies on weather stripping.	3. Read and discuss pamphlets on weather stripping and insulation for homes.	3. Pamphlets construction c

AREA OF KNOWLEDGE--HEALTH

To understand man's need and use of proper clothing and shelter.

ead available literature on improving, in terms of protection, one's clothing and shelter

	LEARNER ACTIVITY	RESOURCES
companies clothing.	1. Discuss clothing in various catalogs in order to be able to select the best types available for seasonal usages.	1. Sears Catalog, Speigel Catalog, etc.
ublic he stu- various nd for	2. Participate in discusssion relative to public housing.	2. Pamphlet from Public Housing Boards
and Con- ripping.	3. Read and discuss pamphlets on weather stripping and insulation for homes.	3. Pamphlets from local building and construction companies.

DESIGNATOR: H-3, T-1 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accid
and to recognize environmental hazards, especially as such hazards related to home and occupation

ENABLING OBJECTIVE T-1: To list various home safety measures (tub mats, night lights, care wit
and fuses, sturdy step-ladder, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Collect pamphlet, pictures, and magazine on home safety.	1. Discuss material on home safety such as tub mats, night lights, care with electrical appliances, doormats, sturdy ladders.	1. Media Fire depa Power Co Safety." ance Co.,
2. Have learners to make lists of home safety measures for presentation in class.	2. Present list in class for discussion on home safety.	2. Learn
3. Prepare for discussion on accident prevention and how safety is everyone's responsibility.	3. Learners to discuss how to follow safety rules to correct safety hazards and to be aware of what should be done in an emergency.	3. Miller Rosenber owski: I HEALTH. Mifflin Co "Accident

AREA OF KNOWLEDGE---HEALTH

H-3: To understand how basic safety measures can prevent some accidents, illness and injury ntal hazards, especially as such hazards related to home and occupational safety.

: To list various home safety measures (tub mats, night lights, care with electrical appliances der, etc.).

	LEARNER ACTIVITY	RESOURCES
res, and magazine	1. Discuss material on home safety such as tub mats, night lights, care with electrical appliances, doormats, sturdy ladders.	1. Media Center (Local School Board) Fire department, medical centers, Power Company. "Your Family Safety." Metropolitan Life Insurance Co., 1957.
lists of home safety in class.	2. Present list in class for discussion on home safety.	2. Learner-made lists.
on accident pre- veryone's respon-	3. Learners to discuss how to follow safety rules to correct safety hazards and to be aware of what should be done in an emergency.	3. Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski: INVESTIGATING YOUR HEALTH. Boston: Houghton-Mifflin Company, 1971. Chapter 19, "Accident Prevention," pp. 391-409.

DESIGNATOR: H-3, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some acciden and to recognize environment hazards, especially as such hazards relate to home and occupational saf

ENABLING OBJECTIVE T-2: To list safety precautions needed during severe weather conditions (elec tornadoes, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Collect material on local weather conditions for immediate area concerning extreme weather conditions.	1. Discuss extreme weather conditions in local area which would include safety precautions that should be taken during watches for these weather conditions.	1. Informati station, loca Cross, Civil
2. Invite local weather reporters, Red Cross representatives, to give lecture and demonstrations on safety precautions that should be taken during these extreme weather conditions.	2. Participate in demonstrations relative to safety precautions that should be taken during extreme weather conditions.	2. Resource bureau or Re
3. Have students to list fallout shelters and their locations for extreme weather conditions in local community and surrounding areas.	3. List fallout shelter locations in the community and surrounding communities and the approximate time one should move to these fallout shelters.	3. Learner-

AREA OF KNOWLEDGE---HEALTH

-3: To understand how basic safety measures can prevent some accidents, illness and injury t hazards, especially as such hazards relate to home and occupational safety.

To list safety precautions needed during severe weather conditions (electrical storms, ice,

	LEARNER ACTIVITY	RESOURCES
eather condi- erning extreme	1. Discuss extreme weather conditions in local area which would include safety precautions that should be taken during watches for these weather conditions.	1. Information from local weather station, local radio station, Red Cross, Civil Defense, news media.
ters, Red Cross re and demon- s that should e weather con-	2. Participate in demonstrations relative to safety precautions that should be taken during extreme weather conditions.	2. Resource person from weather bureau or Red Cross.
t shelters and ather conditions nding areas.	3. List fallout shelter locations in the community and surrounding communities and the approximate time one should move to these fallout shelters.	3. Learner-made list.

DESIGNATOR: H-3, T-3 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents
to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-3: To explain the importance of cleanliness (as a general concept and specifi
such as food preparation, child care, care of wounds, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Make or obtain posters related to cleanliness.	1. View and discuss posters and the importance of cleanliness in general.	1. Posters Elgin, Illino lising Comp
2. Obtain pamphlets related to cleanliness, especially dealing with food preparation, child care, and care of wounds.	2. In small groups read and discuss pamphlets.	2. Pamphle County Exter
3. Ask learners to relate their personal view on importance of cleanliness. Be sure that idea of preventing spread of contagious disease is mentioned.	3. Relate personal views on importance of cleanliness.	3. Refer to of reference

AREA OF KNOWLEDGE---HEALTH

To understand how basic safety measures can prevent some accidents, illness and injury and rds, especially as such hazards relate to home and occupational safety.

explain the importance of cleanliness (as a general concept and specifically in relation to aspects care, care of wounds, etc.).

	LEARNER ACTIVITY	RESOURCES
d to clean-	1. View and discuss posters and the importance of cleanliness in general.	1. Posters "Health and Cleanliness," Elgin, Illinois: David C. Cook Publising Company.
leanliness, paration,	2. In small groups read and discuss pamphlets.	2. Pamphlets: Local health agencies, County Extension Office, Red Cross.
ersonal s. Be sure contagious	3. Relate personal views on importance of cleanliness.	3. Refer to individual personal choice of references.

DESIGNATOR: H-3, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, to recognize environmental hazards, especially as such hazards, relate to home and occupational safety.

ENABLING OBJECTIVE T-4: To list some of the fire hazards in the home and car and to explain how best them.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESO
1. List things that keep a fire burning.	1. Discuss the three major things that keep a fire burning which are fuel, air and heat.	1. Health, S Vaughn Comp
2. Collect pamphlets on safety measures that should be observed in the home and in automobiles to best prevent or deal with fire hazards. If possible, invite resource person from fire department to discuss the facts.	2. Discuss fire hazards in the home and in automobiles. The discussion will include the following: a. wooden matches around small children. b. careless use of matches and cigarettes in the home and in automobiles. c. teach family members the danger of being careless with fire. d. clean up cluttered area. e. remove all rubbish and trash from storage area.	2. Chamber department. fire departme
3. Aid learners in listing fire hazards which have been discussed in class.	3. List fire hazards already discussed in class.	3. Learner-r

AREA OF KNOWLEDGE---HEALTH

To understand how basic safety measures can prevent some accidents, illness and injury and
ds, especially as such hazards, relate to home and occupational safety.

list some of the fire hazards in the home and car and to explain how best to prevent or deal with

	LEARNER ACTIVITY	RESOURCES
rning.	1. Discuss the three major things that keep a fire burning which are fuel, air and heat.	1. Health, Safety, and Sanitation Steck-Vaughn Company, Austin, Texas.
easures ome and deal with resource iscuss the	2. Discuss fire hazards in the home and in automobiles. The discussion will include the following: a. wooden matches around small children. b. careless use of matches and cigarettes in the home and in automobiles. c. teach family members the danger of being careless with fire. d. clean up cluttered area. e. remove all rubbish and trash from storage area.	2. Chamber of Commerce, local fire department. Resource person from fire department.
azards which	3. List fire hazards already discussed in class.	3. Learner-made lists.

DESIGNATOR: H-3, T-5 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accide and to recognize environmental hazards, especially as such hazards relate to home and occupational

ENABLING OBJECTIVE T-5: To list what to keep in medicine shelf and in first aid kit.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RE
1. List on the board types of medicine that may be kept on the shelf and in first aid kit.	1. Discuss types of medicines that should be kept on the shelf and in first aid kit. They would include some of the following: a. Aspirin b. Bandaids c. Gauze d. Mild soap e. Small sissors f. Table salt and baking soda g. Flash light h. Book of matches i. Thermometer j. Safety pins	1-1 HEALT TATION. S Austin, Te 1-2 PROTE T. J. News ucation Pub
2. Add to list as learners make suggestions.	2. Add to list made by instructor and copy final list for personal usage.	2. Instruct

AREA OF KNOWLEDGE---HEALTH

-3: To understand how basic safety measures can prevent some accidents, illness and injury
tal hazards, especially as such hazards relate to home and occupational safety.

To list what to keep in medicine shelf and in first aid kit.

	LEARNER ACTIVITY	RESOURCES
medicine that in first aid kit.	1. Discuss types of medicines that should be kept on the shelf and in first aid kit. They would include some of the following: a. Aspirin b. Bandaids c. Gauze d. Mild soap e. Small sissors f. Table salt and baking soda g. Flash light h. Book of matches i. Thermometer j. Safety pins	1-1 HEALTH, SAFETY, AND SANITATION. Steck-Vaughn Company, Austin, Texas. 1-2 PROTECTION OUR HEALTH. T. J. Newson, The Economy C. Education Publishing, 1965.
ke suggestions.	2. Add to list made by instructor and copy final list for personal usage.	2. Instructor/learner-made list.

DESIGNATOR: H-3, T-6 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some acciden and to recognize environmental hazards, especially as such hazards relate to home and occupational s

ENABLING OBJECTIVE T-6: To discuss hazards to children and effective preventive measures.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Obtain pamphlets relating to child safety.	1. Read pamphlets and discuss how the information is relevant to one's family.	1. Pamphlet Extension O Safety." Me ance Co., 19 HEALTH. T Atlanta, Geo
2. Form list of hazards to children and preventive measures with help from class.	2. Suggest hazards to children (ex. crossing streets, riding bicycles, taking medicines, poisons in the home) and preventive measures as instructor writes these on the board; then, copy the list for personal references.	2. Instructo

AREA OF KNOWLEDGE---HEALTH

3: To understand how basic safety measures can prevent some accidents, illness and injury l hazards, especially as such hazards relate to home and occupational safety.

o discuss hazards to children and effective preventive measures.

	LEARNER ACTIVITY	RESOURCES
o child safety.	1. Read pamphlets and discuss how the information is relevant to one's family.	1. Pamphlets: Health Department Extension Office. "Your Family Safety." Metropolitan Life Insurance Co., 1957. PROTECTING OUR HEALTH. The Economy Company, Atlanta, Georgia.
dren and pre- m class.	2. Suggest hazards to children (ex. crossing streets, riding bicycles, taking medicines, poisons in the home) and preventive measures as instructor writes these on the board; then, copy the list for personal references.	2. Instructor/learner list.

DESIGNATOR: H-3, T-7 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accident recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-7: To list hazards encountered on way to and from work, shopping, etc. an

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RE
1. Define term "hazard" and guide discussion.	1. Listen to explanation of "hazard" and discuss the term.	1. Diction
2. Supply blank sheets of paper with words, "Community Hazards," at the top.	2. Working in small groups list all known potential community hazards (blind corners, open pools, open junk yards, condemned houses, etc.)	2. Knowl observing personal ex news articl
3. Invite a city official to talk with learners about local hazards; what precautions can be taken in each area.	3. Listen to and question local official.	3-1 Mayor 3-2 City Co
4. Instruct learners to list community hazards and precautions.	4. In group discussion list community hazards and precautions to be taken in each area.	4-1 "Your Disaster," Washington 4-2 Resour 4-3 Ideas s from other

AREA OF KNOWLEDGE---HEALTH

3: To understand how basic safety measures can prevent some accidents, illness and injury and to ds, especially as such hazards relate to home and occupational safety.

To list hazards encountered on way to and from work, shopping, etc. and ways of avoiding accidents

	LEARNER ACTIVITY	RESOURCES
uide discus-	1. Listen to explanation of "hazard" and discuss the term.	1. Dictionary.
er with words, op.	2. Working in small groups list all known potential community hazards (blind corners, open pools, open junk yards, condemned houses, etc.)	2. Knowledge of learners gained from observing community conditions, from personal experiences, from reading news articles about local conditions.
with learners autions can be	3. Listen to and question local official.	3-1 Mayor or other official. 3-2 City Council or Road Commissioner
nmunity	4. In group discussion list community hazards and precautions to be taken in each area.	4-1 "Your Community Could Have a Disaster," American Red Cross, Washington, D.C. 4-2 Resource persons in 3-1 and 3-2. 4-3 Ideas secured in group discussion from other learners.

DESIGNATOR: H-3, T-8 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some acciden and to recognize environmental hazards, especially as such hazards relate to home and occupational s

ENABLING OBJECTIVE T-7: To list hazards encountered on way to and from work, shopping, etc. an accidents.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Define term "hazard" and guide discussion.	1. Listen to explanation of "hazard" and discuss the term.	1. Dictiona
2. Supply blank sheets of paper with words, "Community Hazards," at the top.	2. Working in small groups list all known potential community hazards (blind corners, open pools, open junk yards, condemned houses, etc.)	2. Knowled from observ tions, from p from reading local conditi
3. Invite a city official to talk with learners about local hazards; what precautions can be taken in each area.	3. Listen to and question local official.	3-1 Mayor o 3-2 City Cou sioner.
4. Instruct learners to list community hazards and precautions.	4. In group discussion list community hazards and precausions to be taken in each area.	4-1 "Your C Disaster," A Washington, 4-2 Resourc 3-2. 4-3 Ideas se sion from oth

AREA OF KNOWLEDGE---HEALTH

-3: To understand how basic safety measures can prevent some accidents, illness and injury l hazards, especially as such hazards relate to home and occupational safety.

o list hazards encountered on way to and from work, shopping, etc. and ways of avoiding

	LEARNER ACTIVITY	RESOURCES
guide discus-	1. Listen to explanation of "hazard" and discuss the term.	1. Dictionary.
er with words, op.	2. Working in small groups list all known potential community hazards (blind corners, open pools, open junk yards, condemned houses, etc.)	2. Knowledge of learners gained from observing community conditions, from personal experiences, from reading news articles about local conditions.
with learners cautions can be	3. Listen to and question local official.	3-1 Mayor or other official. 3-2 City Council or Road Commissioner.
mmunity haz-	4. In group discussion list community hazards and precautions to be taken in each area.	4-1 "Your Community Could Have a Disaster," American Red Cross, Washington, D. C. 4-2 Resource persons in 3-1 and 3-2. 4-3 Ideas secured in group discussion from other learners.

DESIGNATOR: H-4, T-1 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-1: To write lists of medical and health services with phone numbers, add
available.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Contact health department, Rehabilitation Center, and local doctor to ask for information regarding medical and health services available. Obtain pamphlets, if possible.	1. Read pamphlets and prepare to participate in class discussion.	1. Pamph ment and
2. Lead discussion of sources of medical and health services available.	2. Participate in discussion with instructor concerning sources of medical and health services.	2. Pamph ment and
3. Ask learners to bring telephone directories to class. Aid learners in locating names, addresses, and phone numbers of sources of medical and health services.	3. Locate in telephone directory names, addresses, and phone numbers of sources of medical and health services.	3. Local
4. Aid learners in writing lists of medical and health services with phone numbers and addresses (as listed in telephone directory) and services available (as learned through class discussion).	4. Write lists of medical and health services, including telephone numbers, addresses and services available.	4. Telep from Hea tion and

AREA OF KNOWLEDGE---HEALTH

H-4: To know medical and health services available in the community.

: To write lists of medical and health services with phone numbers, addresses and services

	LEARNER ACTIVITY	RESOURCES
nt, Rehabilitation ask for informa- health services ts, if possible.	1. Read pamphlets and prepare to participate in class discussion.	1. Pamphlets from health department and Rehabilitation Center.
rces of medical le.	2. Participate in discussion with instructor concerning sources of medical and health services.	2. Pamphlets from Health Department and Rehabilitation Center.
elephone direc- rs in locating one numbers of lth services.	3. Locate in telephone directory names, addresses, and phone numbers of sources of medical and health services.	3. Local telephone directories.
lists of medical hone numbers and phone directory) learned through	4. Write lists of medical and health services, including telephone numbers, addresses and services available.	4. Telephone directory. Pamphlets from Health Department, Rehabilitation and doctors, etc.

DESIGNATOR: H-4, T-2 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-2: To read literature from various kinds of health agencies in the community clinics, V. D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESC
1. Obtain pamphlets, posters, booklets from health agencies.	1. Bring to class pamphlets related to drugs, V. D., alcohol, birth control.	1-1 Pamphlet from Health D Anonymous, 1-2 "Be Infor and family pla Press, Box 13 13210. 1-3 Pamphlet Office for Dru P. O. Box 110 20008. 1-4 Williams, DISEASE, Pen New Haven, C 1-5 IT'S YOU ALCOHOL. R (Paperback). 1-6 "A Word Novum, Famil

AREA OF KNOWLEDGE---HEALTH

-4: To know medical and health services available in the community.

To read literature from various kinds of health agencies in the community (e.g., birth control
d treatment centers, drug and alcohol abuse clinics, etc.).

	LEARNER ACTIVITY	RESOURCES
s, booklets from	1. Bring to class pamphlets related to drugs, V. D., alcohol, birth control.	1-1 Pamphlets, booklets and posters from Health Department, Alcoholics Anonymous, etc. 1-2 "Be Informed" Series on drugs and family planning. New Readers Press, Box 131, Syracuse, New York 13210. 1-3 Pamphlets from - Special Action Office for Drug Abuse Prevention, P. O. Box 1100, Washington, D. C. 20008. 1-4 Williams, Elizabeth, VENEREAL DISEASE, Pendulum Press, 1969, New Haven, Conn. 1-5 IT'S YOUR DECISION: YOU AND ALCOHOL. Ramapo House, 1971. (Paperback). 1-6 "A Word to Wives," Ortho-Novum, Family Planning.

H-4, T-2 continued.

2. Divide learners into small groups and ask them to read and discuss information gathered on particular subject.	2. In small groups, read and discuss literature on particular subject such as drugs.	2. Same r page.
3. Ask one person from each group to volunteer to report to class on their subject.	3. One learner from each group volunteers to report to class on each specific subject.	3. Same r page.

all groups and ask nformation gathered	2. In small groups, read and discuss literature on particular subject such as drugs.	2. Same resources as on previous page.
ch group to vol- their subject.	3. One learner from each group volunteers to report to class on each specific subject.	3. Same resources as on previous page.

DESIGNATOR: H-4, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-3: Identify commonly used words and signs with pictures or diagrams that d of health: drugs, alcohol and tobacco.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Obtain for each learner booklet on drugs from Health Department, Insurance Companies, Extension Service.	1. Examine booklet and discuss unfamiliar words.	1-1 Pamphle ment, Insura sion Service 1-2 Conant, FOR DECISIO York: New 1-3 TO PAR Metropolitan
2. Make a chart on common drugs. Example: Duplicate blank charts for learners.	2. Make own chart on common drugs, using instructor-made chart.	2. Instructo

Name	Slang	Class	Use	How to Take
Marijuana	Pot	Mood Elevator	None in USA	Smoked

AREA OF KNOWLEDGE---HEALTH

: To know medical and health services available in the community.

entify commonly used words and signs with pictures or diagrams that describe various areas
obacco.

	LEARNER ACTIVITY	RESOURCES
klet on drugs nce Compan-	1. Examine booklet and discuss unfamiliar words.	1-1 Pamphlets from Health Department, Insurance Companies, Extension Service. 1-2 Conant, Roger. DRUGS: FACTS FOR DECISION. Syracuse, New York: New Reader's Press, 1971. 1-3 TO PARENTS/ABOUT DRUGS. Metropolitan Life Insurance Company.
ugs. Example: ners.	2. Make own chart on common drugs, using instructor-made chart.	2. Instructor-made chart.

How to Take
Smoked

H-4, T-3 continued.

3. Make a chart on word meanings. Example: hallucination, stimulant, etc.	3. Discuss from definition chart all word meanings.	3. Instruct
4-1 Obtain pamphlets on alcohol. 4-2 Distribute and discuss with students.	4. Study pamphlets on alcohol so as to be better able to take part in discussion of alcohol.	4. "Are Yo in a Drink. Alcohol Pro Alabama.
5. Make a chart of words and definitions of alcohol, beverages, alcoholics annonymous, etc.	5. Study chart and discuss words and definitions related to alcohol.	5. Instruct
6-1 Provide a chart of different uses of tobacco. 6-2 Discuss various uses of tobacco listed on chart.	6-1 Make individual charts on uses of tobacco. 6-2 Participate in discussion and make a list of words related to tobacco usage.	6-1 Curran SMOKING. House. 6-2 Chart
7. Obtain film on drugs, tobacco or alcohol.-	7. View film and discuss relevant factors.	7. Film fro Red Cross, pany, State State Canc

anings. Ex- lant, etc.	3. Discuss from definition chart all word meanings.	3. Instructor-made chart.
cohol. with students.	4. Study pamphlets on alcohol so as to be better able to take part in discussion of alcohol.	4. "Are You an Alcoholic," What's in a Drink." Alabama Council on Alcohol Problems, Birmingham, Alabama.
nd definitions holics annony-	5. Study chart and discuss words and definitions related to alcohol.	5. Instructor-made chart.
rent uses of to- f tobacco listed	6-1 Make individual charts on uses of tobacco. 6-2 Participate in discussion and make a list of words related to tobacco usage.	6-1 Curran, John, M. D. YOU AND SMOKING. New York: Ramapo House. 6-2 Chart of uses of tobacco.
bacco or	7. View film and discuss relevant factors.	7. Film from School Material Center, Red Cross, Life Insurance Company, State Health Department or State Cancer Association.

DESIGNATOR: H-4, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-4: Using a city map, to mark locations of hospitals, medical clinics, nursing ho
abuse clinics, birth control organizations and other medical and health organizations in the community.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOU
1. Obtain city maps from Chamber of Commerce and discuss techniques of map reading.	1. Review maps and study method for reading maps.	1. City maps Chamber of Co agencies (ex.
2. Help learners to locate names and addresses of local hospitals, clinics, nursing homes, drug and alcohol abuse clinics, birth control organizations in yellow pages of telephone directory.	2. Locate names and addresses of local hospitals, clinics, nursing homes, drug and alcohol abuse clinics; birth control organizations in yellow pages of telephone directory.	2. Local telep
3. Help learners to locate street names as found in telelphone directory on maps.	3. Locate street names in addresses as found in telephone directory on maps.	3. Same reso
4. Help learners mark appropriate locations of hospitals, clinics, etc. on map after locating street names.	4. Mark approximate locations of hospitals, clinics, etc. on map after locating street names.	4. Same resou

AREA OF KNOWLEDGE---HEALTH

o know medical and health services available in the community.

a city map, to mark locations of hospitals, medical clinics, nursing homes, drug and alcohol
ations and other medical and health organizations in the community.

	LEARNER ACTIVITY	RESOURCES
of Com- p read-	1. Review maps and study method for reading maps.	1. City maps available free from Chamber of Commerce and county agencies (ex. TARCOG).
d ad- nursing ics, birth es of tele-	2. Locate names and addresses of local hospitals, clinics, nursing homes, drug and alcohol abuse clinics; birth control organizations in yellow pages of telephone directory.	2. Local telephone directories.
mes as ps.	3. Locate street names in addresses as found in telephone directory on maps.	3. Same resources listed for #1 and #2.
locations fter lo-	4. Mark approximate locations of hospitals, clinics, etc. on map after locating street names.	4. Same resources listed for #1 and #2.

DESIGNATOR: H-4, T-5 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-4: To know medical and health services available in the community.

ENABLING OBJECTIVE T-5: To read literature on, discuss and list features to look for in a nursin

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	
1. Obtain pamphlets from private and state supported nursing homes in local area.	1. Read pamphlets and discuss with the group the good and bad features of each facility. Compare the state-operated homes with the privately operated nursing homes.	1. Pamp
2. Form list on board of features to look for in choosing a nursing home as learners discuss them.	2. Form list of features to look for in choosing a nursing home such as cost, background (length of time in operation), qualifications of administrators and staff, physical appearance of facility, size of rooms, location of nursing home, etc.	2. Learn

AREA OF KNOWLEDGE---HEALTH

H-4: To know medical and health services available in the community.

: To read literature on, discuss and list features to look for in a nursing home.

	LEARNER ACTIVITY	RESOURCES
private and state in local area.	1. Read pamphlets and discuss with the group the good and bad features of each facility. Compare the state-operated homes with the privately operated nursing homes.	1. Pamphlets from nursing homes.
atures to look for e as learners dis-	2. Form list of features to look for in choosing a nursing home such as cost, background (length of time in operation), qualifications of administrators and staff, physical appearance of facility, size of rooms, location of nursing home, etc.	2. Learner-made list.

DESIGNATOR: H-4, T-6 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-4: To know medical and health services in the community.

ENABLING OBJECTIVE T-6: Given medical or health emergencies (drowning, poisoning, stomachache disasters (tornado, etc.) to locate the proper person, authority or service for contact.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Obtain pamphlets from emergency help agencies in area.	1. Read pamphlets and discuss in small groups.	1. Pamphlet service and
2. Invite resource person from local ambulance service and Red Cross to discuss services of each and procedure to follow in requesting aid.	2. Ask pertinent questions of resource persons and take notes for later reference.	2. Resource bulance serv
3. If resource person is not available, lead learners in discussion. Point out negative effects of abusing emergency service by making unnecessary calls. Discuss information to have ready to give when calling for assistance.	3-1 Add to discussion of emergency services by relating personal experiences in contacting agency for help in health or medical emergency. 3-2 List kinds of information which should be given when asking for aid during an emergency.	3. Instructo information to ambulance during an em

AREA OF KNOWLEDGE---HEALTH

-4: To know medical and health services in the community.

Given medical or health emergencies (drowning, poisoning, stomachache) and/or natural
ocate the proper person, authority or service for contact.

	LEARNER ACTIVITY	RESOURCES
ergency help	1. Read pamphlets and discuss in small groups.	1. Pamphlets from local ambulance service and Red Cross.
om local ambu- to discuss ser- to follow in re-	2. Ask pertinent questions of resource persons and take notes for later reference.	2. Resource person from local ambulance service and Red Cross.
available, lead t out negative service by Discuss infor- when calling	3-1 Add to discussion of emergency services by relating personal experiences in contacting agency for help in health or medical emergency. 3-2 List kinds of information which should be given when asking for aid during an emergency.	3. Instructor-made list of kinds of information which should be availabl to ambulance service or Red Cross during an emergency.

DESIGNATOR: H-5, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-1: To list safety precautions for a child for various kinds of situations incl tion, immunization, storage of dangerous drugs and cleaners, etc.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RE
1. Begin discussion of need for safety precautions for children.	1. Participate in discussion of need for safety precautions for children.	1-1 Obtain child safety 1-2 HEALT TATION: F Austin, Tex pany, 1973,
2. List on board areas of special precautions for safety of children such as toys, transportation, storage of dangerous drugs and cleaners, and etc. Write precautions to be taken in each area; have class discuss these needs.	2. Discuss precautions to be taken in areas listed by the instructor.	2. -------

AREA OF KNOWLEDGE---HEALTH

-5: To understand general child rearing practices and procedures for guarding the safety of ction in accordance with need and resources.

To list safety precautions for a child for various kinds of situations including toys, transporta- f dangerous drugs and cleaners, etc.

	LEARNER ACTIVITY	RESOURCES
for safety pre-	1. Participate in discussion of need for safety precautions for children.	1-1 Obtain pamphlets related to child safety to be used for reference. 1-2 HEALTH, SAFETY AND SANITATION: Family Development Series. Austin, Texas; Steck-Vaughn Company, 1973.
cial precau- ch as toys, gerous drugs precautions class dis-	2. Discuss precautions to be taken in areas listed by the instructor.	2. ----------

DESIGNATOR: H-5, T-2 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for g
a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-2: To list the physical needs (clothing, food, immunization) of a growing ch

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Discuss the importance of proper clothing for different seasons of the year.	1. Collect different fabric samples of fabric and identify the seasons in which the fabric is worn.	1. Fashions ren supplie modeled by ers.
2-1 Discuss the importance of a balanced diet. 2-2 Stress the importance of the major food groups. (Proteins, carbohydrates, vitamins, and minerals.) 2-3 Discuss what causes deficiency diseases.	2-1 Keep a list of everything you eat. 2-2 Plan a menu with a balanced diet for every day of the week. (Breakfast, lunch, dinner.) 2-3 List some deficiency diseases. (Scurvy - night blindness - etc.)	2-1 PROTE Atlanta: Th 1965. 2-2 TAKING Chicago: F pany, 1968. 2-3 County- Agent.
3-1 Discuss the types of immunizations and innoculations that are given to prevent certain illnesses. 3-2 Diagram and discuss an immunization time table for children from infancy through early teens.	3-1 Make a list of illnesses that can be prevented by innoculations. 3-2 List diseases that children of the learners have had, their ages at that time and the type of immunizations they have had.	3-1 Pamphl partment. 3-2 HEALTH TION. Fami Austin, Tex pany, 1973.

AREA OF KNOWLEDGE---HEALTH

I-5: To understand general child rearing practices and procedures for guarding the safety of ction in accordance with need and resources.

To list the physical needs (clothing, food, immunization) of a growing child.

	LEARNER ACTIVITY	RESOURCES
f proper cloth- he year.	1. Collect different fabric samples of fabric and identify the seasons in which the fabric is worn.	1. Fashions furnished for children supplied by local stores and modeled by children of the learners.
of a balanced the major food drates, vita- ficiency diseases.	2-1 Keep a list of everything you eat. 2-2 Plan a menu with a balanced diet for every day of the week. (Breakfast, lunch, dinner.) 2-3 List some deficiency diseases. (Scurvy - night blindness - etc.)	2-1 PROTECTING OUR HEALTH. Atlanta: The Economy Company, 1965. 2-2 TAKING CARE OF OURSELVES. Chicago: Follett Publishing Company, 1968. 2-3 County-Home Demonstration Agent.
nunizations and to prevent cer- immunization infancy through	3-1 Make a list of illnesses that can be prevented by innoculations. 3-2 List diseases that children of the learners have had, their ages at that time and the type of immunizations they have had.	3-1 Pamphlets from local health department. 3-2 HEALTH, SAFETY, AND SANITATION. Family Development Series. Austin, Texas: Steck-Vaughn Company, 1973.

DESIGNATOR: H-5, T-3 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practice and procedures for guard
and apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-3: To construct a list showing ages at which basic immunizations should occur

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESO
1. Arrange for Public Health Nurse or Doctor to speak to class about immunizations and ages when they are given.	1. Take notes of information presented by resource person and ask pertinent questions.	1. Public He
2-1 Secure and distribute to class pamphlets and health books concerning immunization, boosters, where to go for immunizations. 2-2 Obtain and show films and filmstrips pertaining to immunizations. 2-3 Discuss pamphlets, books and visual materials in order for learners to receive necessary information.	2. Participate in discussion of resource materials on immunization (books, pamphlets, films and filmstrips).	2-1 Byrd, O. PHYSICAL FI 1963. 2-2 "Dipther Alabama State 2-3 "Memo to Metropolitan 2-4 "Measles Department of 2-5 "Health D You." Alaba Health. 2-6 Film Cata Health Depart Free filmstrip

AREA OF KNOWLEDGE---HEALTH

To understand general child rearing practice and procedures for guarding the safety of a child
ance with need and resources.

onstruct a list showing ages at which basic immunizations should occur.

	LEARNER ACTIVITY	RESOURCES
se or Doc- zations	1. Take notes of information presented by resource person and ask pertinent questions.	1. Public Health Nurse or Doctor.
pamphlets nization, ations. mstrips d visual receive	2. Participate in discussion of resource materials on immunization (books, pamphlets, films and filmstrips).	2-1 Byrd, O. E. TODAY'S HEALTH AND PHYSICAL FITNESS. Laidlaw Brothers, 1963. 2-2 "Diptheria." Montgomery, Alabama: Alabama State Board of Health. 2-3 "Memo to Parents about Immunization" Metropolitan Life Insurance Company. 2-4 "Measles Can Be A Killer." Alabama Department of Public Health, 1966. 2-5 "Health Department Services for You." Alabama Department of Public Health. 2-6 Film Catalog. 1973. Madison Co. Health Department, Huntsville, Alabama. Free filmstrip on Health.

H-5, T-3 continued

		2-7 Filmstrips Department an Agents. 2-8 Check wit agents for avai
3. Instruct learners to write in chart form, the ages suggested for immunization, where to go for immunization, and the frequency of booster shots. Give assistance where needed.	3. Using list of diseases from H-5, T-2 learner activity 3-2, write, in chart form, the disease, immunication center, and frequency of booster.	3. List of dise learner activit sources.
4. Prepare matching list of immunizations and location of centers where immunizations are available.	4. Match immunizations to location of centers where given.	4. Instructor-

		2-7 Filmstrips from County Health Department and local County Extension Agents. 2-8 Check with local life insurance agents for available films and information
art form, on, where quency of ere needed.	3. Using list of diseases from H-5, T-2 learner activity 3-2, write, in chart form, the disease, immunication center, and frequency of booster.	3. List of diseases from H-5, T-2 learner activity 3-2 and above resources.
izations unizations	4. Match immunizations to location of centers where given.	4. Instructor-made matching list.

DESIGNATOR: H-5, T-4 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures fo
a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-4: To locate various child care organizations in a community.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Use telephone directory to locate child care agencies in your community.	1. List child care agencies you are familiar with and the ones your children attend and their locations.	1. Telep
2. Invite representative from child care agencies to discuss their programs (especially agencies with which learners are unfamiliar).	2. Discuss with resource person locations of child care agencies with which you are unfamiliar.	2. Resou child car

AREA OF KNOWLEDGE---HEALTH

E H-5: To understand general child rearing practices and procedures for guarding the safety of
r action in accordance with need and resources.

To locate various child care organizations in a community.

	LEARNER ACTIVITY	RESOURCES
y to locate child munity.	1. List child care agencies you are familiar with and the ones your children attend and their locations.	1. Telephone directory.
rom child care programs (espec- learners are un-	2. Discuss with resource person locations of child care agencies with which you are unfamiliar.	2. Resource person from local child care agencies.

DESIGNATOR: H-5, T-5 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for gu a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-5: To list circumstances when a doctor should be consulted.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESO
1. As learners give reasons for consulting the doctor, write them on chalk board or transparency.	1. Learners give reasons for which they consult a doctor. Relate personal experiences.	1. Learner's and knowledg
2. Secure and distribute pamphlets to learner.	2. Read and underline important facts in pamphlets.	2-1 Kime, Ro CONSUMER'S Wadsworth Pu 2-2 FIRST AI Digest, 1966. 2-3 "Home He Community." U. S. Govern Washington, D 2-4 "When to Physician," A sociation. 2-5 "Pain-A S Grolier Educa
3. Secure doctor or representative from the Health Department to conduct an informal session on above topics.	3. Participate in activity with consultant. Ask questions and take notes.	3. Resource doctor or repr Department.

AREA OF KNOWLEDGE---HEALTH

To understand general child rearing practices and procedures for guarding the safety of on in accordance with need and resources.

list circumstances when a doctor should be consulted.

	LEARNER ACTIVITY	RESOURCES
consulting board or	1. Learners give reasons for which they consult a doctor. Relate personal experiences.	1. Learner's personal experience and knowledge.
hlets to	2. Read and underline important facts in pamphlets.	2-1 Kime, Robert E. HEALTH A CONSUMER'S DILEMNA. California: Wadsworth Publishing Co. 2-2 FIRST AID GUIDE. Reader's Digest, 1966. 2-3 "Home Health Services in Your Community." (pamphlet #1628) U. S. Government Printing Office, Washington, D. C. 2-4 "When to See or Call Your Physician," American Medical Association. 2-5 "Pain-A Signal." Boston: Grolier Educational Corporation.
ative from the n informal	3. Participate in activity with consultant. Ask questions and take notes.	3. Resource person, either local doctor or representative from Health Department.

H-5, T-5 continued.

4. Ask learners to list circumstances under which a doctor should be consulted.	4. Using knowledge gained from resources, list circumstances under which a doctor should be consulted.	4. ---------

DESIGNATOR: H-5, T-6 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-5: To understand general child rearing practices and procedures for gu
a child and to apply proper action in accordance with need and resources.

ENABLING OBJECTIVE T-6: When applicable, to understand proper prenatal care (diet, care in taking
ical checks, etc.) and infant care.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Obtain information relating to prenatal and infant care.	1. Read and discuss information on prenatal and infant care.	1. Pamphlets and Health De
2. Lead discussion of importance of balanced diet, care in taking drugs and regular medical checks.	2. Discuss diet, care in taking drugs and regular medical checks as part of proper prenatal care.	2-1 HEALTH TION. Famil Austin, Texa pany, 1973. 2-2 STUDY I SCIENCE - T SELVES. Th Program-Sci let Publishin
3. Invite local doctor and/or person from health department to discuss prenatal care and infant care.	3. Ask questions of resource person.	3. Resource partment and

AREA OF KNOWLEDGE---HEALTH

: To understand general child rearing practices and procedures for guarding the safety of
ion in accordance with need and resources.

hen applicable, to understand proper prenatal care (diet, care in taking drugs, regular med-
re.

	LEARNER ACTIVITY	RESOURCES
to prenatal	1. Read and discuss information on prenatal and infant care.	1. Pamphlets from doctors' offices and Health Department.
ce of bal- s and reg-	2. Discuss diet, care in taking drugs and regular medical checks as part of proper prenatal care.	2-1 HEALTH, SAFETY, AND SANITATION. Family Development Series. Austin, Texas: Steck-Vaughn Company, 1973. 2-2 STUDY LESSONS IN GENERAL SCIENCE - TAKING CARE OF OURSELVES. The Follett Basic Learning Program-Science. Chicago: Follet Publishing Company, 1968.
erson from renatal care	3. Ask questions of resource person.	3. Resource person from Health Department and/or local doctor.

DESIGNATOR: H-6, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health standing toward preventive care and health maintenance.

ENABLING OBJECTIVE T-1: To list general good and bad habits of health maintenance.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RE
1. Make list of good health habits and distribute to participants such as having periodic check-ups, importance of balanced diet, good dental habits, rest, exercies, etc.	1. Become familiar with list. Add to list if necessary.	1. Instruct
2. Discuss importance and benefits of good health habits. Allow for question and answer period.	2. Participate in discussion. Ask questions if necessary.	2. Spitze, Rotz. WE A Austin, Te Company,
3. Prepare and distribute list of bad health habits, such as trying to cure yourself with home remedies, becoming overtired, failing to have periodic check-ups, etc.	3. Participate in discussion and ask questions.	3. Instruct

AREA OF KNOWLEDGE---HEALTH

H-6: To understand what contributes to good mental and physical health and to apply this under-
care and health maintenance.

To list general good and bad habits of health maintenance.

	LEARNER ACTIVITY	RESOURCES
habits and dis- as having per- e of balanced st, exercies,	1. Become familiar with list. Add to list if necessary.	1. Instructor-made list.
benefits of good estion and an-	2. Participate in discussion. Ask questions if necessary.	2. Spitze, Hazel and Patricia H. Rotz. WE ARE WHAT WE EAT. Austin, Texas: Steck-Vaughn Company, 1966.
ist of bad health re yourself with vertired, fail- ups, etc.	3. Participate in discussion and ask questions.	3. Instructor-made list.

DESIGNATOR: H-6, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health and to toward preventive care and health maintenance.

ENABLING OBJECTIVE T-2: To read available and applicable literature on mental health maintenance.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESO
1. Obtain for learners, pamphlets, and booklets on mental health.	1. Select and examine and read books and pamphlets.	1. Pamphlets a Mental Health Cl
2. Examine and discuss terms that may be unfamiliar to learners, that will be found in the literature they are to read.	2. Make a list of unfamiliar terms.	2. Learner-pre
3. Allow for question and answer period.	3. Participate in question and answer session if there are questions concerning literature on mental health maintenance.	3. List of ques learners.

AREA OF KNOWLEDGE---HEALTH

understand what contributes to good mental and physical health and to apply this understanding intenance.

available and applicable literature on mental health maintenance.

	LEARNER ACTIVITY	RESOURCES
nd	1. Select and examine and read books and pamphlets.	1. Pamphlets and booklets from local Mental Health Clinics.
ay e found	2. Make a list of unfamiliar terms.	2. Learner-prepared lists.
riod.	3. Participate in question and answer session if there are questions concerning literature on mental health maintenance.	3. List of questions formulated by learners.

DESIGNATOR: H-6, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health standing toward preventive care and health maintenance.

ENABLING OBJECTIVE T-3: To prepare a list of physical and health attributes which the individual others.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Instructor displays posters which depict individuals with good physical attributes and discuss with class.	1. Examine display and participate in discussion. List physical and health attributes observed from posters.	1. Posters: ness." Elgi Cook Publis
2-1 Secure filmstrip, "Health and Cleanliness" and show to class. 2-2 Following filmstrip, discuss desirable attributes observed from film.	2. After viewing filmstrip, learners participate in discussion and list their own definitions of desirable physical attributes.	2. Filmstrip ness." Elgi Cook Publis
3. Give learner work sheet listing good physical attributes. Ask learners to rank them according to most desirable by placing (1) in front of most desirables, etc.	3-1 Learners use work sheet to rank good physical attributes in order of importance perceived by learners themselves. 3-2 Compare results of sheets; learners give reasons for answers. Answers will vary due to individual differences.	3. Instructo cal attribute

AREA OF KNOWLEDGE---HEALTH

-6: To understand what contributes to good mental and physical health and to apply this under-
re and health maintenance.

To prepare a list of physical and health attributes which the individual would like to find in

	LEARNER ACTIVITY	RESOURCES
which depict l attributes and	1. Examine display and participate in discussion. List physical and health attributes observed from posters.	1. Posters: "Health and Cleanliness." Elgin, Illinois: David C. Cook Publishing Company.
and Cleanli- ss desirable	2. After viewing filmstrip, learners participate in discussion and list their own definitions of desirable physical attributes.	2. Filmstrip: "Health and Cleanliness." Elgin, Illinois: David C. Cook Publishing Company.
sting good ners to rank ble by plac- bles, etc.	3-1 Learners use work sheet to rank good physical attributes in order of importance perceived by learners themselves. 3-2 Compare results of sheets; learners give reasons for answers. Answers will vary due to individual differences.	3. Instructor-made listing of physical attributes.

DESIGNATOR: H-6, T-4 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-6: To understand what contributes to good mental and physical health standing toward preventive care and health maintenance.

ENABLING OBJECTIVE T-4: To recognize various abnormal behaviors, and to determine possible cou to persons having such abnormal behavior.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Discuss and explain what may be considered abnormal behavior.	1. Participate in discussion.	1-1 INVEST Atlanta, Ge flin Compan 1-2 Bolton, HEALTH TO Atlanta, Ge Inc., 1960. 1-3 Filmstr and Strong, pany.
2. Prepare list of "Abnormal signs of Illness."	2. Become familiar with list.	2. Instruct
3. Prepare list indicating what steps to take when abnormal behavior occurs.	3. Study list and learn the steps to take when abnormal behavior occurs.	3. Instruct

AREA OF KNOWLEDGE---HEALTH

H-6: To understand what contributes to good mental and physical health and to apply this under-
care and health maintenance.

To recognize various abnormal behaviors, and to determine possible courses of action in regard
rmal behavior.

	LEARNER ACTIVITY	RESOURCES
may be con-	1. Participate in discussion.	1-1 INVESTIGATING YOUR HEALTH. Atlanta, Georgia: Houghton Mifflin Company, 1971. pp. 192-230. 1-2 Bolton, Foster, Nicoll, YOUR HEALTH TODAY AND TOMORROW. Atlanta, Georgia, Laidlaw Brothers, Inc., 1960. 1-3 Filmstrip: "How to Grow Well and Strong," McGraw-Hill Book Company.
signs of Ill-	2. Become familiar with list.	2. Instructor-made lists.
hat steps to take rs.	3. Study list and learn the steps to take when abnormal behavior occurs.	3. Instructor-made lists.

DESIGNATOR: H-7, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, w
use this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-1: To read available and applicable literature for the development of effec
attitudes and to discuss and demonstrate effective behavior and attitudes for coping with given prob
sonal and work related).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RE
1. Obtain pamphlets, books, posters related to coping and problem-solving skills - especially those listed in resources.	1. Secure pamphlets and recognize group activities that could affect individuals present and future health.	1-1 Hochb BEHAVIOR, Wadsworth 1-2 HOW S Filmstrips
2. Help learners to read and discuss information obtained.	2. Read pamphlets and discuss concepts of health and specific ways to become good group participants.	2-1 HOW A FASTER. for Public 1966. 2-2 LIVIN Jim Handy Manuals.
3. List on board problem situations as related by learners.	3. Suggest problem situations to be listed on board.	3. MAN, S Scott Grap Kit.

AREA OF KNOWLEDGE---HEALTH

H-7: To understand the interaction of self with small groups (family, work, club, class) and to promote effective coping skills.

: To read available and applicable literature for the development of effective coping skills and d demonstrate effective behavior and attitudes for coping with given problems or situations (per-

	LEARNER ACTIVITY	RESOURCES
, posters related ing skills - espec- es.	1. Secure pamphlets and recognize group activities that could affect individuals present and future health.	1-1 Hochbaum, Godfrey M. HEALTH BEHAVIOR. Belmont, California: Wadsworth Publishing Company, 1970. 1-2 HOW SHALL WE LIVE, Jim Handy. Filmstrips, Records, Manuals.
d discuss infor-	2. Read pamphlets and discuss concepts of health and specific ways to become good group participants.	2-1 HOW ADULTS CAN LEARN MORE - FASTER. The National Association for Public School Adult Education, 1966. 2-2 LIVING RIGHT AT OUR WORK. Jim Handy. Fimstrips, Records, Manuals.
uations as re-	3. Suggest problem situations to be listed on board.	3. MAN, SOCIETY AND THE WORLD. Scott Graphics Inc., Multi-media Kit.

H-7, T-1 continued.

4. Help learners in role-playing activity to demonstrate ways to cope with or solve the problem as listed on board.	4. Role-play ways to cope with or solve problems as listed on board.	4-1 Udvari, MORE EFFEC Texas: Stec 4-2 ENVIRO SKILLS. Mi 4-3 Other p Mental Healt

ng activity to or solve the	4. Role-play ways to cope with or solve problems as listed on board.	4-1 Udvari, Stephen. BECOMING A MORE EFFECTIVE PERSON. Austin, Texas: Steck-Vaughn Company, 1973. 4-2 ENVIRONMENTAL SURVIVAL SKILLS. Mind, Inc. New York, 1968. 4-3 Other pamphlets obtained from Mental Health Center.

DESIGNATOR: H-7, T-2 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, work this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-2: To list general adjectives which a learner thinks best describes his attitud and his perception of self.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Begin discussion of basic nature of man - good or bad.	1. Participate in group discussion of basic nature of man - good or bad.	1. Laing R A. R. Lee. CEPTION. lishing Com
2. Ask learners to list descriptive words concerning their attitudes toward people.	2. List descriptive words concerning your attitudes toward people.	2. Learner
3. Lead discussion of any of these lists that learners wish to share.	3. Share list of adjectives with class - as desired.	3. See 1PM
4. Ask learners to list adjectives describing himself. Not to be read in class.	4. List adjectives describing oneself. This does not have to be shared with class, unless you wish to do so.	4. Learner

AREA OF KNOWLEDGE---HEALTH

: To understand the interaction of self with small groups (family, work, club, class) and to use ffective coping skills.

list general adjectives which a learner thinks best describes his attitude toward people in general

	LEARNER ACTIVITY	RESOURCES
ture of man -	1. Participate in group discussion of basic nature of man - good or bad.	1. Laing R. D., H. Phillipson and A. R. Lee. INTER-PERSONAL PERCEPTION. New York: Springer Publishing Company, 1966.
ive words rd people.	2. List descriptive words concerning your attitudes toward people.	2. Learner-made lists.
se lists that	3. Share list of adjectives with class - as desired.	3. See 1PM chart, index to resource #1.
es describing .	4. List adjectives describing oneself. This does not have to be shared with class, unless you wish to do so.	4. Learner-made lists.

DESIGNATOR: H-7, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-7: To understand the interaction of self with small groups (family, work
use this understanding to promote effective coping skills.

ENABLING OBJECTIVE T-3: To understand nature of groups commonly encountered and to describe one
a group.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESO
1. Begin discussion of groups with advantages of group work over individual work. (Can accomplish more, diversity of opinion is good, etc.)	1. Work in small groups to discuss advantages of group work.	1-1 Udvari, S ING YOURSELI Steck-Vaughn 1-2 Udvari, S ING WITH OTH Steck-Vaughn 1-3 Udvari, S WITH OTHERS Steck-Vaughn
2. Begin discussion of different roles of an individual depending on nature of group.	2. Work in small groups to discuss different roles of an individual depending on the nature of group. Give personal examples, such as, leader in family and follower at work.	2. Kemp, C. AND SELF-RE The Seabury
3. Lead entire group in affective learning experience. Examples: a. Relaxation exercises such as deep breathing, etc.	3. Participate in affective learning experiences as directed by instructor.	3. Nicoll, Ja TODAY AND T Laidlaw Broth pp. 115-125.

AREA OF KNOWLEDGE---HEALTH

-7: To understand the interaction of self with small groups (family, work, club, class) and to mote effective coping skills.

o understand nature of groups commonly encountered and to describe one's interest in such

	LEARNER ACTIVITY	RESOURCES
s with advan- vidual work. ity of opin-	1. Work in small groups to discuss advantages of group work.	1-1 Udvari, Stephen UNDERSTANDING YOURSELF. Austin, Texas: Steck-Vaughn, 1973. 1-2 Udvari, Stephen. COMMUNICATING WITH OTHERS. Austin, Texas: Steck-Vaughn, 1973. 1-3 Udvari, Stephen. WORKING WITH OTHERS. Austin, Texas: Steck-Vaughn, 1973.
ent roles of an re of group.	2. Work in small groups to discuss different roles of an individual depending on the nature of group. Give personal examples, such as, leader in family and follower at work.	2. Kemp, C. Gratton. SMALL GROUPS AND SELF-RENEWAL. New York: The Seabury Press, 1971.
tive learning ses such as c.	3. Participate in affective learning experiences as directed by instructor.	3. Nicoll, James S. YOUR HEALTH: TODAY AND TOMORROW. Atlanta: Laidlaw Brothers, Publishers, 1960 pp. 115-125.

H-7, T-3 continued.

b. ask each member of group to introduce himself and tell about himself and his interests.
c. Ask for response to questions such as "What person in history do you admire most?" "Who in your life has been an inspiration?"

DESIGNATOR: H-8, T-1 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-8: To be able to apply first aid in emergencies and to inform proper au illnesses, various accidents or natural disasters.

ENABLING OBJECTIVE T-1: Using a Red Cross representative to demonstrate and discuss first aid.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Make a list of terms and meanings applicable to first aid and emergencies on work sheets, chalk board or transparency.	1. Check for terms on first aid and emergencies.	1. FIRST A Cross, Loca
2. Make and distribute to class small word cards which contain the following vocabulary: fracture, concussion, bleeding, etc.	2-1 Learner writes his concepts of the meaning of the word. 2-2 Each learner shows his word to group and reads or explains meaning. 2-3 Learner uses vocabulary to compare meaning and present correct definition.	2-1 Vocabu structor fro 2-2 Small w structor.
3. Secure and show filmstrip relating to first aid.	3-1 As learner views filmstrip be aware of terms studied previously from instructor-made vocabulary. 3-2 Discuss and explain terms appearing in filmstrip which were listed in instructor-made vocabulary.	3-1 Media c Red Cross. 3-2 Filmstr Muscle, and York: McG
4. Invite as guest speaker a representative from local Red Cross Center to demonstrate and discuss how to administer first aid.	4. Listen to speaker and ask questions.	4. Resourc

AREA OF KNOWLEDGE---HEALTH

-8: To be able to apply first aid in emergencies and to inform proper authorities of sudden r natural disasters.

Using a Red Cross representative to demonstrate and discuss first aid.

	LEARNER ACTIVITY	RESOURCES
eanings appli- cies on work arency.	1. Check for terms on first aid and emergencies.	1. FIRST AID HANDBOOK. Red Cross, Local unit of Red Cross.
ss small word ving vocabu- bleeding, etc.	2-1 Learner writes his concepts of the meaning of the word. 2-2 Each learner shows his word to group and reads or explains meaning. 2-3 Learner uses vocabulary to compare meaning and present correct definition.	2-1 Vocabulary list made by instructor from Red Cross handbook. 2-2 Small word cards made by instructor.
relating to	3-1 As learner views filmstrip be aware of terms studied previously from instructor-made vocabulary. 3-2 Discuss and explain terms appearing in filmstrip which were listed in instructor-made vocabulary.	3-1 Media center, library, local Red Cross. 3-2 Filmstrip "First Aid for Bone, Muscle, and Joint Injuries," New York: McGraw-Hill Book Company.
representa- ter to demon- inister first	4. Listen to speaker and ask questions.	4. Resource person from Red Cross.

DESIGNATOR: H-8, T-2 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-8: To be able to apply first aid in emergencies and to inform proper au
illnesses, various accidents or natural disasters.

ENABLING OBJECTIVE T-2: To read a thermometer.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Make or obtain poster showing a thermometer, special emphasis on scale.	1. Practice reading thermometer using poster.	1. Poster ob agency or in
2. Point out normal body temperature of 98.6.	2. Bring to class thermometer for purpose of gaining experience in reading actual thermometer by taking temperature of class members.	2-1 HEALTH ITATION. F Series. Aus Vaughn Com 2-2 Thermo

AREA OF KNOWLEDGE---HEALTH

8: To be able to apply first aid in emergencies and to inform proper authorities of sudden
r natural disasters.

o read a thermometer.

	LEARNER ACTIVITY	RESOURCES
ving a ther- scale.	1. Practice reading thermometer using poster.	1. Poster obtained from health agency or instructor-made poster.
perature of	2. Bring to class thermometer for purpose of gaining experience in reading actual thermometer by taking temperature of class members.	2-1 HEALTH, SAFETY, AND SANITATION. Family Development Series. Austin, Texas: Steck-Vaughn Company, 1973, p. 70. 2-2 Thermometers.

DESIGNATOR: H-8, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-8: To be able to apply first aid in emergencies and to inform proper aut
illness, various accidents or natural disasters.

ENABLING OBJECTIVE T-3: Using a list of various kinds of accidents or emergencies, to check those
ported and to write the names of persons or agencies to which the report should be made.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESC
1. Secure and distribute list of various kinds of accidents or emergencies such as drowning, fire and burns, poisoning, convulsions, or excessive bleeding.	1. With aid of instructor check those accidents and emergencies that should be reported.	1-1 Nicoll, J TODAY AND Georgia: La 1-2 Thackst ING OUR HEA The Economy
2-1 Discuss accidents and emergencies that should be reported and the person or agency they need to contact such as fire department, hospital emergency room, ambulance service, doctor's office. 2-2 Stress the importance of writing down names of persons, agencies and their telephone numbers.	2. Participate in discussion, write and keep near telephone or in wallet, the names and telephone numbers of persons or agencies to contact in case of emergencies.	2. Local tele

AREA OF KNOWLEDGE---HEALTH

: To be able to apply first aid in emergencies and to inform proper authorities of sudden
tural disasters.

sing a list of various kinds of accidents or emergencies, to check those which should be re-
f persons or agencies to which the report should be made.

	LEARNER ACTIVITY	RESOURCES
f various ies such as soning, con- g.	1. With aid of instructor check those accidents and emergencies that should be reported.	1-1 Nicoll, James, YOUR HEALTH TODAY AND TOMORROW: Atlanta, Georgia: Laidlaw Brothers, Inc. 1-2 Thackston, John A. PROTECTING OUR HEALTH. Atlanta, Georgia: The Economy Company.
rgencies that rson or agency re department, ulance service, riting down d their tele-	2. Participate in discussion, write and keep near telephone or in wallet, the names and telephone numbers of persons or agencies to contact in case of emergencies.	2. Local telephone book.

DESIGNATOR: H-9, T-1 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-9: To plan for health or medical insurance and to be aware of availabl for medical or health problems.

ENABLING OBJECTIVE T-1: Using available hospital policies, to understand words relating to variou treatments, etc. and expenses involved; calculate costs and fees.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RE
1. Invite insurance agents to explain various types of insurance policies.	1. Listen carefully and ask relevant questions about the various terms coverages and treatments used in insurance policies.	1. Blue Cr Georgia, Co
2. Obtain insurance policies to bring to class. Ask learners to bring their policies, if possible; discuss various policies and how they work.	2. Bring insurance policies to class.	2. Be Infor Guide - Uni Syracuse, N Press, 1974
3. Bring in insurance representatives to discuss the advantages and disadvantages of the various types of hospital insurance policies.	3. Participate in discussion by asking questions concerning different hospital plans that insured persons need to be aware of such as first day coverage, cost of various medical treatments, hospital rates, etc.	3. Insuran

AREA OF KNOWLEDGE---HEALTH

H-9: To plan for health or medical insurance and to be aware of available financial assistance
ms.

Using available hospital policies, to understand words relating to various coverages, diseases,
es involved; calculate costs and fees.

	LEARNER ACTIVITY	RESOURCES
to explain var- cies.	1. Listen carefully and ask relevant questions about the various terms coverages and treatments used in insurance policies.	1. Blue Cross Blue Shield, Life of Georgia, Cotton States, etc.
s to bring to g their pol- various poli-	2. Bring insurance policies to class.	2. Be Informed Series: Teacher's Guide - Unit 5, Personal Insurance. Syracuse, New York: New Readers Press, 1974.
esentatives to disadvantages ital insurance	3. Participate in discussion by asking questions concerning different hospital plans that insured persons need to be aware of such as first day coverage, cost of various medical treatments, hospital rates, etc.	3. Insurance representatives.

DESIGNATOR: H-9, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-9: To plan for health or medical insurance and to be aware of available medical or health problems.

ENABLING OBJECTIVE T-2: To locate places in the community that provide assistance, including state and Medicare programs.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESC
1. Obtain local telephone directories from phone company.	1. Bring telephone directory to class if available.	1. Telephone
2. Help learners locate names of Medicaid and Medicare offices through Pensions and Security.	2. Locate name and address of Pensions and Security office in telephone directory.	2. Local offic crity adminis
3. Point out difference between Medicaid and Medicare (Medicaid for Welfare recipients, and Medicare for senior citizens).	3. Participate in discussion of differences between Medicaid and Medicare.	3. Kime, Rob SUMER'S DIL ifornia: Wads Inc., 1970.
4. Obtain pamphlets on Medicaid and Medicare.	4. Read and discuss pamphlets on Medicaid and Medicare.	4. Pamphlets care obtained Pension Local d Hospita Health

AREA OF KNOWLEDGE---HEALTH

9: To plan for health or medical insurance and to be aware of available financial assistance for

o locate places in the community that provide assistance, including state and federal Medicaid

	LEARNER ACTIVITY	RESOURCES
ctories from	1. Bring telephone directory to class if available.	1. Telephone directories.
of Medicaid ensions and	2. Locate name and address of Pensions and Security office in telephone directory.	2. Local office of Pensions and Secrity administration.
n Medicaid lfare reci- r citizens).	3. Participate in discussion of differences between Medicaid and Medicare.	3. Kime, Robert E. Health: A CONSUMER'S DILEMMA. Belmont, California: Wadsworth Publishing Co., Inc., 1970.
id and Medi-	4. Read and discuss pamphlets on Medicaid and Medicare.	4. Pamphlets on Medicaid and Medicare obtained from - Pensions and Security Local doctor Hospitals or clinics Health department

H-9, T-2 continued.

5. Invite resource person from Pensions and Security to discuss Medicaid and Medcare.	5. Ask questions of interest of resource person.	5. Resour and Secur

on from Pensions Medicaid and Med-	5. Ask questions of interest of resource person.	5. Resource person from Pensions and Security.

DESIGNATOR: H-10, T-1 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals acco needs and resources.

ENABLING OBJECTIVE T-1: To associate commonly used words and signs with pictures and diagrams t areas of health, nutrition, food preparation and measurement.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESO
1. Secure free nutrition pamphlets from the local health departments and distribute to learners.	1. Participate in discussion on pamphlets.	1. Pamphlets partment.
2. Make a chart of the four basic food groups and use in class discussion.	2. Make individual basic food charts (pictures from magazines can be used).	2. "Daily Foo dent of Docum ment Printing D. C.
3. Obtain film or filmstrip on nutrition from school materials centers, insurance company electric or gas companies, cooperative extension service.	3-1 View film and discuss. 3-2 After viewing film, make a list of words associated with nutrition, food preparation, measurement.	3. "Nutritiona Coronet Films
4-1 Make a chart of words and abbreviations as cup=c, pound=lb., teaspoon=tsp., etc. 4-2 Make a chart on measurements, ex.: 2 cups = 1 pt., 2 pt. = 1 qt.	4-1 Learn abbreviations of measurement words from chart. 4-2 Study chart of measurements. Apply to a recipe.	4. Instructor-

AREA OF KNOWLEDGE---HEALTH

10: To understand what constitutes a proper diet and to plan meals according to individual

o associate commonly used words and signs with pictures and diagrams that describe various
d preparation and measurement.

	LEARNER ACTIVITY	RESOURCES
hlets from nd distribute	1. Participate in discussion on pamphlets.	1. Pamphlets - Local Health Department.
sic food ssion.	2. Make individual basic food charts (pictures from magazines can be used).	2. "Daily Food Guide." Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
nutrition from rance company perative exten-	3-1 View film and discuss. 3-2 After viewing film, make a list of words associated with nutrition, food preparation, measurement.	3. "Nutritional Needs of Our Bodies." Coronet Films, Chicago, Illinois.
d abbreviations n=tsp., etc. nents, ex.: .	4-1 Learn abbreviations of measurement words from chart. 4-2 Study chart of measurements. Apply to a recipe.	4. Instructor-made chart.

H-10, T-1 continued.

5. Secure calories table for learners.	5. Examine calorie counter. Talk about different foods and number of calories.	5. U. S. ture. CA Washingto ment Prin

r learners.	5. Examine calorie counter. Talk about different foods and number of calories.	5. U. S. Department of Agriculture. CALORIES AND WEIGHT. Washington, D. C.: U. S. Government Printing Office.

DESIGNATOR: H-10, T-2 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals accordi and resources.

ENABLING OBJECTIVE T-2: Using available literature and resources, to list nutritional requirements.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESC
1. Use daily food guide and discuss changes in food required for different activities and stages of growth.	1. Identify foods needed by women, men, pregnant women, children at various ages and older folks.	1. FOOD FOR Agriculture 1 from Baby to USDA. Daily USDA.
2. Discuss food needs of infants using milk as a baby's first food. Include bottle vs. breast-feeding, vitamin and mineral supplements introducing solid foods to infants, weaning the baby.	2. Prepare several foods suitable for feeding infants at different stages and growth: (a) diluted orange juice, (b) pureed vegetables, (c) strained meat, (d) egg yolk and (e) mashed potatoes.	2. FEEDING Spock and La
3. List on board the foods and amounts included in a school breakfast or school lunch.	3. Plan meals for the remainder of the day to meet the recommendations in the Daily Food Guide for a school age child.	3. SOURCE E WITH EMPHAS ADOLESCENT
4. Divide the learner into groups. Give each a copy of A GIRL AND HER FIGURE and A BOY AND HIS PHYSIQUE.	4. Talk over what they would emphasize to interest teenagers in wise eating practices. Report to total group.	4. "Improvin Slide set, US

AREA OF KNOWLEDGE---HEALTH

: To understand what constitutes a proper diet and to plan meals according to individual needs

ing available literature and resources, to list nutritional requirements.

	LEARNER ACTIVITY	RESOURCES
cuss changes ivities and	1. Identify foods needed by women, men, pregnant women, children at various ages and older folks.	1. FOOD FOR US ALL, Yearbook of Agriculture 1969, "A Guide for the Ages from Baby to Gramps," pp. 294-303, USDA. Daily Food Guide, FNS-13, USDA.
using milk ottle vs. eral sup- to infants,	2. Prepare several foods suitable for feeding infants at different stages and growth: (a) diluted orange juice, (b) pureed vegetables, (c) strained meat, (d) egg yolk and (e) mashed potatoes.	2. FEEDING YOUR BABY AND CHILD, Spock and Lawenburg.
mounts in- school lunch.	3. Plan meals for the remainder of the day to meet the recommendations in the Daily Food Guide for a school age child.	3. SOURCE BOOK ON FOOD PRACTICES WITH EMPHASIS ON CHILDREN AND ADOLESCENTS, National Dairy Council.
os. Give FIGURE	4. Talk over what they would emphasize to interest teenagers in wise eating practices. Report to total group.	4. "Improving Teenage Nutrition" Slide set, USDA.

H-10, T-2 continued.

5. Discuss factors which influence food habits of the elderly. List on the board as they are brought out in the discussion.

5. Role-play a visit to the home of an elderly man who lives alone, whose income is limited and who walks with crutches. Help him plan food for a day.

5-1 FOOD
G 17, USDA
5-2 LOWER
PLEASE, N

nfluence food on the board as discussion.	5. Role-play a visit to the home of an elderly man who lives alone, whose income is limited and who walks with crutches. Help him plan food for a day.	5-1 FOOD GUIDE FOR OLDER FOLKS, G 17, USDA. 5-2 LOWER COST MEALS THAT PLEASE, National Dairy Council.

DESIGNATOR: H-10, T-3 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals accord
and resources.

ENABLING OBJECTIVE T-3: To understand methods of food preparation and food preservation.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESC
1. Discuss the principles of milk cookery.	1-1 Demonstrate the two ways of dry milk can be used. 1-2 List ways milk and milk products can be used for soup, main dishes, desserts, beverages, and snacks.	1. Milk in Fa
2. Discuss the principles of vegetable cookery - by demonstrating the three basic methods; boiling, baking and frying.	2. List as many ways as possible to prepare low-cost vegetables such as potatoes, leafy greens and corn.	1 Vegetables USDA. 2-2 Fruits I 2-3 "Vegetab Green Giant C
3. Discuss basic meat cooking method: roasting, broiling, pan broiling, pan frying, braising, and cooking in oil.	3. Demonstrate several methods of cookery using low-cost cuts of meat or identify shown meat cuts and suggest ways of cooking.	3-1 Lessons and Meat Boa 3-2 Money S USDA.
4. Explain basic principles of bread and cereal cookery. Demonstrate ways to prepare and serve bread and cereals.	4. Demonstrate how you would use this information to teach a friend.	4-1 Enriche 4-2 Enriche 4-3 Enriche

AREA OF KNOWLEDGE---HEALTH

To understand what constitutes a proper diet and to plan meals according to individual needs

nderstand methods of food preparation and food preservation.

	LEARNER ACTIVITY	RESOURCES
cookery.	1-1 Demonstrate the two ways of dry milk can be used. 1-2 List ways milk and milk products can be used for soup, main dishes, desserts, beverages, and snacks.	1. Milk in Family Meals, G-127, USDA.
table cook- basic ing.	2. List as many ways as possible to prepare low-cost vegetables such as potatoes, leafy greens and corn.	1 Vegetables in Family Meals, G-105, USDA. 2-2 Fruits in Family Meals, G-125, USD 2-3 "Vegetable Treasures" Filmstrip Green Giant Company.
ethod: pan frying,	3. Demonstrate several methods of cookery using low-cost cuts of meat or identify shown meat cuts and suggest ways of cooking.	3-1 Lessons on Meat, National Livestoc and Meat Board. 3-2 Money Saving Main Dishes, G-43, USDA.
ead and ys to pre- s.	4. Demonstrate how you would use this information to teach a friend.	4-1 Enriched cornmeal, FNS-33. 4-2 Enriched corn grits, FNS-32. 4-3 Enriched rice, FNS-35.

H-10, T-3 continued.

4-4 Whole
and cereal,
4-5 Budge
Oats.

4-4 Whole grain or enriched breads and cereal, FNS-36.
4-5 Budget Saving Recipes, Quaker Oats.

DESIGNATOR: H-10, T-4 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals acc needs and resources.

PERFORMANCE OBJECTIVE T-4: Using several recipes from cookbooks, to calculate amounts of ingre numbers of servings varying from those indicated.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Secure recipes from cookbooks and distribute to learners.	1. Examine and select various recipes to use in calculating varying amounts of ingredients.	1. Cookbook
2. Discuss with the learners the importance of being accurate in measuring.	2. Participate in discussion - draw on your own experiences reasons for measuring accurately.	2. Notes, c
3. Plan and teach a section of work on fractions.	3. Using selected recipes, double the yield; calculate for a party of five. Ex: Frosty-dipped bananas 8 ounces mild chocolate 1½ cups chopped peanuts 4 bananas, halved crosswise *Yields 8 servings. Calculate the above in class for the numbers of persons present.	3-1 McDerm FOOD FOR M Illinois: Ch 1964. 3-2 Hunter, ARITHMETIC McGraw-Hill

AREA OF KNOWLEDGE---HEALTH

-10: To understand what constitutes a proper diet and to plan meals according to individual

-4: Using several recipes from cookbooks, to calculate amounts of ingredients required for from those indicated.

	LEARNER ACTIVITY	RESOURCES
ooks and dis-	1. Examine and select various recipes to use in calculating varying amounts of ingredients.	1. Cookbooks and recipes.
the importance ng.	2. Participate in discussion - draw on your own experiences reasons for measuring accurately.	2. Notes, cookbooks and recipes.
f work on frac-	3. Using selected recipes, double the yield; calculate for a party of five. Ex: Frosty-dipped bananas 8 ounces mild chocolate 1½ cups chopped peanuts 4 bananas, halved crosswise *Yields 8 servings. Calculate the above in class for the numbers of persons present.	3-1 McDermott, Trelling, Nicholas. FOOD FOR MODERN LIVING. Peoria, Illinois: Charles A. Bennett, Inc., 1964. 3-2 Hunter, William F. ACQUIRING ARITHMETIC SKILLS. New York: McGraw-Hill Book Co., 1969.

DESIGNATOR: H-10, T-5 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals a needs and resources.

ENABLING OBJECTIVE T-5: To contact a Land Grant College Home Economics Extension Departmen come into the home to offer health and nutrition planning suggestions based on personal needs and r

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Invite an Extension Nutrition Specialist to talk to the learners about personal food needs and nutrition planning.	1. Participate in a question and answer session pertaining to the speaker's suggestions on personal needs and nutrition planning.	1. Nutriti Extension
2-1 Use food models and "A Guide to Good Eating" pamphlet to explain the Four Basic Food Groups. 2-2 Demonstrate to the learner the importance of eating proper foods daily. Show pictures of over and underweight people for discussion.	2. Learners will list various foods that they use in planning a weekly menu. Check by the basic 4 to see if they have a balanced diet.	2-1 Food Council. 2-2 A Gui al Dairy C 1972. 2-3 Gross STUDY LE SCIENCE. selves" Fo ation, Chic 2-4 NUTRI nomics Co St., N. W. 2-5 NUTRI TANT? Ca Camden, N

AREA OF KNOWLEDGE---HEALTH

H-10: To understand what constitutes a proper diet and to plan meals according to individual

: To contact a Land Grant College Home Economics Extension Department to arrange for an agent to health and nutrition planning suggestions based on personal needs and resources.

	LEARNER ACTIVITY	RESOURCES
rition Specialist t personal food ng.	1. Participate in a question and answer session pertaining to the speaker's suggestions on personal needs and nutrition planning.	1. Nutrition Specialist from local Extension Service.
A Guide to Good the Four Basic ner the impor- daily. Show eight people	2. Learners will list various foods that they use in planning a weekly menu. Check by the basic 4 to see if they have a balanced diet.	2-1 Food Models, National Dairy Council. 2-2 A Guide to Good Eating, National Dairy Council, Chicago, Illinois, 1972. 2-3 Gross, Jesse, Kapilow, Seymour. STUDY LESSONS IN GENERAL SCIENCE. "Taking Care of Yourselves" Follett Educational Corporation, Chicago, 1968. 2-4 NUTRITION ALERT, Home Economics Consumer Service, 1133 20th St., N. W., Washington, D. C. 2-5 NUTRITION: WHY IS IT IMPORTANT? Campbell Soup Company, Camden, New Jersey 08101.

H-10, T-5 continued.

3. Illustrate by examples or using charts how learners good health can depend upon the proper diet.

3-1 Make a list of various meat substitutes, such as: dried beans and peas, cheese, and peanut butter.

3-2 List some of the diseases prevented by a proper diet.

3-1 "How F
Show USDA
3-2 Superin
NUTRITION
G 81, USDA
3-3 N. C. S
Film Librar
tritional Nee

sing charts how nd upon the	3-1 Make a list of various meat substitutes, such as: dried beans and peas, cheese, and peanut butter.	3-1 "How Food Affects You," Slide Show USDA. Food and Nutrition
	3-2 List some of the diseases prevented by a proper diet.	3-2 Superintendent of Documents. NUTRITION. Food at Work For You - G 81, USDA, Washington, D. C.
		3-3 N. C. State Board of Health, Film Library, Raleigh, N. C. "Nutritional Needs of our Bodies.

DESIGNATOR: H-10, T-6 **AREA OF KNOWLEDGE---HEALTH**

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals a
needs and resources.

ENABLING OBJECTIVE T-6: To mark the number of calories (using available charts) of foods comm

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1-1 Secure calorie counting charts; distribute to learners and explain how to use chart. 1-2 Display menus prepared previously by learners (use food models when possible).	1. Study the calorie chart.	1-1 Calor 1-2 "Choc Company T cil of Grea ham, Alab
2. Using a sample menu with the aid of a calorie counter, illustrate to the learners how to calculate calories in a menu. Ex.: Bacon Sandwich 215 Buttered Carrots 75 Milk 170 Canned peaches 100	2. Select a menu and calculate the calories in the menu. Ex.: 1 cup tomato juice _____ 2 strips bacon _____ 1 egg boiled _____ 1 piece toast _____ 1 glass milk _____	2-1 "Eat - Cooperativ Auburn Un 2-2 Eppri ING NUTR Iowa State 2-3 Alan GENERAL Steck-Vau 2-4 PROP "You and

AREA OF KNOWLEDGE---HEALTH

H-10: To understand what constitutes a proper diet and to plan meals according to individual

: To mark the number of calories (using available charts) of foods commonly eaten at home.

	LEARNER ACTIVITY	RESOURCES
g charts; distri- in how to use ed previously by when possible).	1. Study the calorie chart.	1-1 Calorie chart. 1-2 "Choose Your Calories by the Company They Keep." Dairy Council of Greater Birmingham, Birmingham, Alabama.
ith the aid of a to the learners a menu.	2. Select a menu and calculate the calories in the menu.	2-1 "Eat - Reduce, Count Calories," Cooperative Extension Service, Auburn University, Auburn, Alabama. 2-2 Eppright and Patterson, TEACHING NUTRITION, University Press, Iowa State, Iowa, 1957. 2-3 Alan H. Humphreys. MODERN GENERAL SCIENCE. Austin, Texas: Steck-Vaughn Company, 1964. 2-4 PROPER FOOD HEALTH SERIES. "You and Your Food," Walt Disney.
215	Ex.: 1 cup tomato juice ______	
75	2 strips bacon ______	
170	1 egg boiled ______	
100	1 piece toast ______	
	1 glass milk ______	

DESIGNATOR: H-10, T-7 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals a needs and resources.

ENABLING OBJECTIVE T-7: To calculate the number of calories consumed in a recent meal.

INSTURCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Discuss and define the reason why a 24-hour dietary recall is needed.	1. Participate in discussion.	1-1 Train gram Assi income Fa 1-2 Instru RECORD A reports.
2. Explain basic steps required to get a 24-hour dietary recall.	2. Tell and list what foods eaten during the last 24-hours, starting with the meal before the interview.	2. Learne
3. Demonstrate and practice 24-hour recall interviews.	3. Practice dietary recall interview with other learners.	3-1 COMP book No. 3-2 Churc Nichols. TIONS CO Lippincott
4. Explain calculation procedures.	4. Calculate your personal food intake for 24-hour period.	4. ------

AREA OF KNOWLEDGE---HEALTH

0: To understand what constitutes a proper diet and to plan meals according to individual

calculate the number of calories consumed in a recent meal.

	LEARNER ACTIVITY	RESOURCES
n why a l.	1. Participate in discussion.	1-1 Training Home Economics Program Assistants to work with low-income Families, PA-681, USDA. 1-2 Instruction Guide for FAMILY RECORD AND AIDES LIST OF FAMILIES reports.
to get a	2. Tell and list what foods eaten during the last 24-hours, starting with the meal before the interview.	2. Learners within the class.
-hour re-	3. Practice dietary recall interview with other learners.	3-1 COMPOSITION OF FOODS, Handbook No. 8, USDA. 3-2 Church, Charles F. and Helen Nichols. FOOD VALUES OF PORTIONS COMMONLY USED. J. B. Lippincott Company, 1970.
res.	4. Calculate your personal food intake for 24-hour period.	4. ----------

DESIGNATOR: H-10, T-8 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals a
needs and resources.

ENABLING OBJECTIVE T-8: Given a list of foods in each basic food group, to rank them in terms of

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Instructor distributes a list of foods from each food group to the learners.	1. Look over prepared food lists and add other foods if desired.	1-1 BASIC "4 Steps to HE-49. A operative 1-2 List o food group
2. Discuss the value of wise buying when shopping for food.	2. Take part in discussion - share with the members of the class your method of buying foods.	2. Buying Circular H Cooperativ
3. Display charts showing prices of foods from all Four Food Groups.	3. Check the grocery stores and make a list of foods and their prices. Prices that are not on the display charts can be added from your list.	3-1 Groce Markets. 3-2 CONS Agricultur USDA. 3-3 Family 3-4 Your G-183-USD 3-5 Nutriti Dairy Cour

AREA OF KNOWLEDGE---HEALTH

VE H-10: To understand what constitutes a proper diet and to plan meals according to individual

-8: Given a list of foods in each basic food group, to rank them in terms of cost.

	LEARNER ACTIVITY	RESOURCES
a list of foods from rners.	1. Look over prepared food lists and add other foods if desired.	1-1 BASIC FOUR FOOD CHARTS, "4 Steps to Good Eating," Circular HE-49. Auburn University: Cooperative Extension Service. 1-2 List of foods in each basic four food group.
wise buying when	2. Take part in discussion - share with the members of the class your method of buying foods.	2. Buying Food For the Family," Circular HE-10, Auburn University: Cooperative Extension Service.
ng prices of foods s.	3. Check the grocery stores and make a list of foods and their prices. Prices that are not on the display charts can be added from your list.	3-1 Grocery Store and/or Food Markets. 3-2 CONSUMERS ALL, Yearbook of Agriculture, 1965, pp. 416-423, USDA. 3-3 Family Fare, G-1, USDA. 3-4 Your Money's Worth in Foods, G-183-USDA. 3-5 Nutrition Source Book, National Dairy Council, 1970, p. 32-36.

H-10, T-8 continued.

4. Give prepared lists of foods to learners; ask the learners to arrange foods into the correct food groups. Also, ask learners to rank foods in each group in terms of cost.	4. From the prepared lists of foods given, arrange into correct food groups and rank each food in each group according to price.	4-1 List of tive prices 4-2 A Guid Washington

ds to learners; oods into the sk learners n terms of	4. From the prepared lists of foods given, arrange into correct food groups and rank each food in each group according to price.	4-1 List of foods and their respective prices. 4-2 A Guide to Good Eating - USDA, Washington, D. C.

DESIGNATOR: H-10, T-9 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals accor
and resources.

ENABLING OBJECTIVE T-9: To prepare a list of foods, which are commonly eaten in the individuals ho
prepare a balanced menu.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Pass out questionnaire to the learners to obtain lists of foods eaten by them.	1. Fill out questionnaires, listing different foods commonly eaten in the learner's home.	1. Instruct and lists of learner's ho
2. Assist learners in planning a simple balanced menu.	2. Using prepared list of foods in #1, prepare a balanced menu remembering nutrition information learned in H-10.	2-1 John A. OUR HEALT Economy Co 2-2 Refer t 2-3 Resour T-8.
3. Display balanced menus using foods that are commonly eaten.	3. In the form below write menus for the three meals for one day. (Include adequate amounts of each of the four basic food groups.)	3-1 Basic F 3-2 Resour H-10, T-8.

Breakfast Lunch
Supper

AREA OF KNOWLEDGE---HEALTH

: To understand what constitutes a proper diet and to plan meals according to individual needs

prepare a list of foods, which are commonly eaten in the individuals home and using that list to

	LEARNER ACTIVITY	RESOURCES
learners to m.	1. Fill out questionnaires, listing different foods commonly eaten in the learner's home.	1. Instructor-made questionnaire and lists of foods commonly eaten in learner's homes.
simple	2. Using prepared list of foods in #1, prepare a balanced menu remembering nutrition information learned in H-10.	2-1 John A. Thackston, PROTECTING OUR HEALTH. Atlanta, Georgia: Economy Company, 1965. 2-2 Refer to #1 above. 2-3 Resources in H-10, T-5, and H-10, T-8.
g foods	3. In the form below write menus for the three meals for one day. (Include adequate amounts of each of the four basic food groups.)	3-1 Basic Four Food Charts. 3-2 Resources in H-10, T-5 and H-10, T-8.

Breakfast Lunch
Supper

DESIGNATOR: H-10, T-10 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals accor and resources.

ENABLING OBJECTIVE T-10: Using the index of a cookbook to find recipes for foods given by the instru

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Secure cookbooks from various resources.	1. Bring cookbooks or secure them from instructor.	1. Cookbook
2. Discuss with the learner the importance of the index and how to use it.	2. Take part in the discussion on the use of a cookbook index.	2. Cookboo
3. Give practice exercise in using the index to find recipes for foods.	3. Practice finding recipes for the following: (use index) barbeque chicken. gingerbread, coffee cake, fish croquettes.	3. Cookbook
4. Distribute prepared copies to learners and let them fill in the blanks with page numbers of where the required recipes are found.	4. Fill in the prepared copies. Ex.: Foods — Pages Where Found* barbeque chicken coffee cake *Pages Will Vary.	4-1 Dorothy USING AMER York: Charl 4-2 Prepare the instructo

AREA OF KNOWLEDGE---HEALTH

To understand what constitutes a proper diet and to plan meals according to individual needs

ng the index of a cookbook to find recipes for foods given by the instructor.

	LEARNER ACTIVITY	RESOURCES
resources.	1. Bring cookbooks or secure them from instructor.	1. Cookbook.
nportance	2. Take part in the discussion on the use of a cookbook index.	2. Cookbook.
g the index	3. Practice finding recipes for the following: (use index) barbeque chicken. gingerbread, coffee cake, fish croquettes.	3. Cookbook.
learners h page ecipes	4. Fill in the prepared copies. Ex.:	4-1 Dorothy Callahan and Alma Payne. USING AMERICA'S COOKBOOK. New York: Charles Scribner's Sons, 1958. 4-2 Prepared lists of recipes given by the instructor.

Foods	Pages Where Found*
barbeque chicken	
coffee cake	

*Pages Will Vary.

DESIGNATOR: H-10, T-11 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals needs and resources.

ENABLING OBJECTIVE T-11: Use dictionaries to write definitions of unknown words encountered

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	R
1. Secure as many dictionaries as possible. Ask learners with dictionaries to bring them.	1. Bring dictionaries to class or borrow one from instructor.	1. Voege Dictionar New Yor
2. Discuss the proper way to use the dictionary.	2. Participate in discussion and demonstrations on proper ways to use the dictionary.	2. Dictio
3. Pass out to the learners recipes prepared by learners, instructor, or from magazine.	3-1 Using recipes, list words which are unfamiliar to learner. 3-2 Using dictionary, write definitions of unfamiliar words listed from recipes.	3-1 Recip 3-2 List c 3-3 Dictio

1 AREA OF KNOWLEDGE---HEALTH

E H-10: To understand what constitutes a proper diet and to plan meals according to individual

11: Use dictionaries to write definitions of unknown words encountered in recipes.

	LEARNER ACTIVITY	RESOURCES
naries as possible. aries to bring	1. Bring dictionaries to class or borrow one from instructor.	1. Voegele, Marguerite C. "Menu Dictionary: Ahrens Publishing Co. New York.
y to use the diction-	2. Participate in discussion and demonstrations on proper ways to use the dictionary.	2. Dictionaries.
rs recipes pre- ctor, or from	3-1 Using recipes, list words which are unfamiliar to learner. 3-2 Using dictionary, write definitions of unfamiliar words listed from recipes.	3-1 Recipes. 3-2 List of unfamiliar words. 3-3 Dictionaries.

DESIGNATOR: H-10, T-12 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals ac needs and resources.

ENABLING OBJECTIVE T-12: Using an unfamiliar recipe to read and verbally explain the procedure test it in the home.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RE
1. Bring enough recipes to class for each learner to have one. Ask learners to bring recipes and exchange with each other.	1. Look over recipes brought in by instructor and other numbers of the class.	1. Cookbo papers.
2. Select a recipe, read in class; discuss terms not commonly used in everyday conversation.	2. Select recipes that are unfamiliar. Read the recipes carefully. Definitions of unfamiliar words and terms should be found in dictionary, cookbook or from instructor.	2-1 Dictio 2-2 Voege Dictionary' pany, Inc.
3. Discuss with the learners the importance of knowing all ingredients, terms and procedures used in the recipe.	3. Determine as much as possible the ingredients used and the procedures for preparing the recipe.	3-1 White, FOOD. En Prentice H 3-2 THE A Auburn, A sity, Coop

AREA OF KNOWLEDGE---HEALTH

10: To understand what constitutes a proper diet and to plan meals according to individual

Using an unfamiliar recipe to read and verbally explain the procedure to the instructor and to

	LEARNER ACTIVITY	RESOURCES
ass for each ners to bring h other.	1. Look over recipes brought in by instructor and other numbers of the class.	1. Cookbooks, magazines and newspapers.
ss; discuss veryday con-	2. Select recipes that are unfamiliar. Read the recipes carefully. Definitions of unfamiliar words and terms should be found in dictionary, cookbook or from instructor.	2-1 Dictionaries and cookbooks. 2-2 Voegele, Marguerite C. "Menu Dictionary" Ahrens Publishing Company, Inc., New York.
he importance rms and pro-	3. Determine as much as possible the ingredients used and the procedures for preparing the recipe.	3-1 White, Ruth. YOU AND YOUR FOOD. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1966. 3-2 THE AUBURN COOKBOOK. Auburn, Alabama: Auburn University, Cooperative Extension Service.

H-10, T-12 continued.

4. Assign one unfamiliar recipe to each learner. Have them to read and verbally explain the procedure. Tell the learner to test the recipe at home.

4. Read assigned recipe to instructor. Explain verbally the procedures for using the recipes. When possible test the recipe at home and report on the result of the product - whether or not it was a success, how it tested, whether or not it was simple to prepare, how family liked it, etc.

4. Co
papers

r recipe to each ed and verbally Tell the learner to	4. Read assigned recipe to instructor. Explain verbally the procedures for using the recipes. When possible test the recipe at home and report on the result of the product - whether or not it was a success, how it tested, whether or not it was simple to prepare, how family liked it, etc.	4. Cookbooks, magazines, newspapers.

DESIGNATOR: H-10, T-13 AREA OF KNOWLEDGE---HEALTH

PERFORMANCE OBJECTIVE H-10: To understand what constitutes a proper diet and to plan meals acc needs and resources.

ENABLING OBJECTIVE T-13: From a group of sample meal plans prepared by the instructor, select th balanced.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RES
1. Prepare and mimeograph balanced and non-balanced menus and distribute to learners.	1. Classify foods in the menus into the the Basic Four Food Group.	1. Instructo from using
2-1 Explain to the learner the meaning of balanced meals and why it is important to use the Basic Four Food groups. 2-2 Secure Basic Four Foods Charts. From Dairy Council, Birmingham, Alabama.	2. Take part in the discussion of balancing meals. Use the Basic Four chart and food models in balancing meals.	2-1 R. F. W HAPPINESS. Vaughn, Inc 2-2 A GUID National Dai Illinois. 2-3 Superin Nutrition-Fo G81-USDA,
3. Pass out several menus and ask the learners to tell which ones are balanced and which ones are not balanced. Give reasons for answers given.	3. Select from the menus passed out the ones that are balanced and give reasons - base decisions on learnings from H-10.	3-1 "Type Department mer and Mar 719.

AREA OF KNOWLEDGE---HEALTH

-10: To understand what constitutes a proper diet and to plan meals according to individual

From a group of sample meal plans prepared by the instructor, select the one which is most

	LEARNER ACTIVITY	RESOURCES
balanced and ribute to learn-	1. Classify foods in the menus into the the Basic Four Food Group.	1. Instructor-made menus developed from using resource materials in H-10.
e meaning of important to ps. Charts. From Alabama.	2. Take part in the discussion of balancing meals. Use the Basic Four chart and food models in balancing meals.	2-1 R. F. Whaley. HEALTH FOR HAPPINESS. Austin, Texas: Steck-Vaughn, Inc., 1966. 2-2 A GUIDE TO GOOD EATING. National Dairy Council, Chicago, Illinois. 2-3 Superintendent of Documents, Nutrition-Foods at Work for You-G81-USDA, Washington, D. C. 20402.
nd ask the e balanced and Give reasons	3. Select from the menus passed out the ones that are balanced and give reasons - base decisions on learnings from H-10.	3-1 "Type A School Lunches." U. S. Department of Agriculture, Consumer and Marketing Service, PA-719.

H-10, T-13 continued.

Ex.: Draw a circle around the meal that is balanced.

Dinner

Liver, baked potato, lettuce salad, green beans, whole-wheat bread, milk, butter

Breakfast

bacon, eggs, grits and toast

3-2 Re
to reso

Ex.: Draw a circle around the meal that is balanced.

Dinner

Liver, baked potato, lettuce salad, green beans, whole-wheat bread, milk, butter

Breakfast

bacon, eggs, grits and toast

3-2 Refer to 2-1 and 2-2 above and to resources in H-10.

HEALTH

Alcohol: Questions and Answers. 1971. 16 pp. 19A. 25¢.

Allergy Foundation Materials. Allergy Foundation of America. 801 2nd Ave. New York, N. Y. 10017. Titles include:

> ANSWERS TO SOME QUESTIONS ABOUT ALLERGY AND THE ALLERGIC DISEASES. Undated. Folder. Free. Seventeen questions and answers concerning diagnosis, cure, and duration of cure.
>
> INSECT STINGS. Pamphlet. 25 cents.
>
> SNEEZE . . . ASTHMA, HAY FEVER AND OTHER ALLERGIES. Undated. 16 pp. Single copy free. An overview of the allergy problem, general information.
>
> THE SKIN AND ITS ALLERGIES. Pamphlet. 50 cents.

ANSWERS TO MOST FREQUENTLY ASKED QUESTIONS ABOUT DRUG ABUSE. 1970. 29 pp. 122A. 25 cents.

ANTIBIOTICS IN THE FOODS YOU EAT. 1972. 2 pp. 068A. Free. Use of antibiotics in food-producing animals, potential hazards, steps being taken to prevent unsafe residue levels.

ASPIRIN. 1972. 2 pp. 123A. Free. Composition, quality controls, and safe use.

BASIC CONCEPTS OF TOBACCO AND SMOKING. Laidlaw Brothers. A Div. of Doubleday and Co., Inc. Thatcher and Madison. River Forest, Ill. 60305. 1971. 64 pp. 96 cents. Supplementary material for in-depth study of the health problem.

BEEF AND VEAL IN FAMILY MEALS. 1970. 30 pp. 105A. 20 cents.

Birth Defects. The National Foundation-March of Dimes. 800 2nd Ave. New York, N. Y. 10017. Free. A variety of materials dealing with prevention of birth defects; an aid for children with birth defects is available. Sample titles are:

> BE GOOD TO YOUR BABY BEFORE IT IS BORN. 29 pp. Stresses the importance of prenatal care.
>
> BIRTH DEFECTS. 14 pp. Most common types of birth defects are described.

CONGENITAL MALFORMATIONS: THE PROBLEM AND THE TASK. 16 pp. Where to find help for a child born with a defect.

QUESTIONS AND ANSWERS ON BIRTH DEFECTS. 2 pp.

Blindness. The American Foundation for the Blind. 15 W. 16th St. New York, N. Y. 10011. Free. Sample titles are:

AFB AND ITS REGIONAL OFFICES. 6 pp. Where offices are located and their services for the blind.

AIDS AND APPLIANCES FOR THE BLIND. 6 pp. Explains the aids and appliances program of the AFB.

DOB GUIDES FOR THE BLIND. 1969. 6 pp. Describes briefly the history of dog guides and the selection and training of both user and dog.

FACTS ABOUT AGING AND BLINDNESS. 1 p. Basic information about old age and blindness.

FACTS ABOUT BLINDNESS. Leaflet. Basic information concerning blindness.

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON? 12 pp. Some suggestions for the sighted person.

WHERE TO FIND HELP FOR THE BLIND. 1968. 2 pp. Lists agencies serving the blind and basic services available.

BREADS, CAKES, AND PIES IN FAMILY MEALS. 1971. 30 pp. 069A. 20 cents. Nutritional importance, selection of ingredients, preparation, recipes, and suggestions for reducing calories in selected recipes.

BUYING AND FINANCING A MOBILE HOME. 1972. 12 pp. leaflet. 127A. Free.

CAFFEINE. 1971. 1 p. 070A. Free. What it is, amounts in common beverages and drugs, and precautions for use as a stimulant.

CALORIES AND WEIGHT. 1970. 76 pp. 084A. 30 cents. Pocket guide indicates calories per portion of common foods; information on planning weight reduction diets.

CANCER. American Cancer Society. Extensive teaching aids available. Contact your local office. Ask for free Public Education Materials catalog.

CANCER OF THE BREAST. 1965. 4-fold leaflet. Shows women how to conduct self examination.

CANCER OF THE COLON AND RECTUM. 1967. 6 pp. Outlines the need for the proctoscopic examination.

CANCER OF THE LUNG. 1967. 8 pp. Gives lung cancer prevention information.

CANCER OF THE ORAL CAVITIES. Undated. 2 pp. Outlines how your dentist can detect early cancer.

CANCER OF THE SKIN. 1967. 6 pp. Stresses importance of protection against excessive exposure to the sun.

CANCER OF THE UTERUS. 1959. 3-fold leaflet. Gives information on importance of the Pap test.

CANCER, WHAT TO KNOW, WHAT TO DO ABOUT IT. 1969. 8 pp. 108A. 10 cents.

CARE OF PURCHASED FROZEN FOODS. 1971. 6 pp. 071A. 10 cents. Shopping pointers, storage periods; procedures to follow when the freezer stops operating.

CAUSE OF HEART ATTACKS: HARDENING OF THE ARTERIES. 1972. 16 pp. 109A. 25 cents.

CHEESE IN FAMILY MEALS. 1972. 30 pp. 093A. 20 cents.

CHILDREN'S BOOKS. 1972. 16 pp. 024A. 15 cents. A descriptive listing of selected books published in 1971 for preschool through junior high school age. Prepared by the Library of Congress.

CLEAN TEETH CLUB. Lever Brothers Co. 390 Park Ave. New York, N. Y. 10022. Free. One wall poster and classroom quantities of individual toothbrushing charts.

COALESCENCE: MENTAL HEALTH FOR THE YOUNG ADULT. The Almark Co. Hollydale, South Gate, Calif. 90280. 1968. 16 pp. 50 cents. Discounts for quantities of 100 or more. Booklet creates guidelines for developing a sense of values by knowing oneself, being reassured of normalcy, etc. Specifically designed for sex, marriage, family, and mental hygiene classes.

COMMON SENSE FISH COOKERY/ARTE DE COCINAR PESCADO CON SENTIDO COMUN. 1971. 34 pp. 098A. 40 cents. Elementary bilingual guide to buying and preparing low-cost fish dishes.

CONSTRUCTION GUIDES FOR EXPOSED WOOD DECKS. 1972. 78 pp. 128A. $1.25.

CONTACT LENSES: A VITAL ROLE IN VISION CARE. American Optometric Assoc. 7000 Chippewa St. St. Louis, Mo. 63119. 1970. Unpaged booklet. Single copy free. Describes contact lenses and discusses everything the potential wearer wants to know about them.

COOPERATIVES VS. CONDOMINIUMS. 1972. 4 pp. leaflet. 129A. Free. Advantages and disadvantages of cooperative or condominium ownership.

DENTAL CARE. Warner-Lambert Pharmaceutical Co. Lactona Products Div. 201 Tabor Rd. Morris Plains, N. J. 07950. Titles include:

> THE ADVENTURES OF TOBY BRITE AND BOBBY. 1970. 25 pp. 8 cents. Cartoon booklet describing a most unusual toothbrush.
>
> FACTS YOU SHOULD KNOW ABOUT TOOTH LOSS. 9 pp. 8 cents. Tells how to keep teeth and gums healthy with a good dental care program.
>
> MOUTH HEALTH FROM MODERN DENTISTRY. 9 pp. 8 cents. Gives a means of understanding modern dentistry and its importance in any program for the prevention of dental disease.

DENTAL HEALTH. American Dental Assoc. 211 E. Chicago Ave. Chicago, Ill. 60611. Sample titles are:

> BREAK THE CHAIN OF TOOTH DECAY. 1968. 8 pp. 25 copies $1.95. How to prevent tooth decay through proper tooth care.
>
> A PREVENTIVE DENTAL HEALTH PROGRAM FOR SCHOOLS. 1970. 24 pp. 25 copies $5.00. Presents some guidelines for school dental health programs.

Dental Health Materials. Davies, Rose, Hoyt. 633 Highland Ave. Needham, Mass. 02194. Single copy free. Titles include:

> GUIDE FOR COMPREHENSIVE FLUORIDE THERAPY. For professional personnel involved in the application of fluoride.
>
> TOOTH DEVELOPMENT DURING INFANCY AND EARLY CHILDHOOD. 1969. 12 pp. A series of illustrations showing the development of teeth in a normal child.

A DESIGN GUIDE FOR HOME SAFETY. 1972. 180 pp. 155A. $1.50. Guide to safer home environment; stairs, bathrooms, windows, doors, kitchens, floors, electrical design, exteriors, etc.

DESIGNS FOR LOW COST WOOD HOMES. 1969. 30 pp. 130A. 25 cents. Sketches and eleven model floor plans, with information on selection of economical, durable materials.

DIABETES. American Diabetes Assoc., Inc. 18 E. 48th St. New York, N. Y. 10017. Titles include:

WHAT IS DIABETES? 4 pp. Free. Most common symptoms and how diabetes can be controlled.

FACT SHEET ON DIABETES. 4 pp. Limited copies available free on request. Basic information on diabetes.

DIETARY SUPPLEMENTS. 1971. 3 pp. 085A. Free. Answers to the most frequently asked questions on multi-vitamin and multi-mineral preparations and on enriched and fortified foods.

DON'T LEAVE IT TO THE EXPERTS. 1972. 28 pp. 060A. 55 cents. Handbook designed to stimulate environmental action by citizens' groups.

EAT A GOOD BREAKFAST TO START A GOOD DAY. 1972. 8 pp. leaflet. 086A. 10 cents. Ideas for nutritious and economical breakfasts.

Educational Filmstrips. International Apple Institute. 2430 Pennsylvania Ave., N. W. Washington, D. C. 20037. $1.25. Titles include:

BILLY MEETS TOMMY TOOTH. Designed to impress upon children the importance of proper dental care. For Grades K-3.

WINNING "FIRST" WITH TEETH. Shows how good food habits make healthy teeth. For jr. and sr. hi. levels.

Education Materials. American Council on Alcohol Problems. 119 Constitution Ave., N. E. Washington, D. C. 20002. Titles include:

OPERATION "CAN-QUIT." 32 pp. 75 cents. Helps for hopelessly addicted smokers.

SMOKING OR HEALTH. 40 pp. 50 cents. Based on the Surgeon General's report.

VD-AMERICA'S GROWING THREAT. 80 pp. $1.25.

Educational Materials. Pharmaceutical Manufacturers Assoc. 1155 15th St., N. W. Washington, D. C. 20005. Titles include:

CONSUMER INFORMATION KIT. Single copy free. A collection of PMA materials assembled for use by educators, health administrators, consumer groups, and others.

THE MEDICINE YOUR DOCTOR PRESCRIBES. 12 pp. Classroom quantities available to teachers writing on school letterhead. Practical tips to insure the safe and effective use of prescription drugs.

EGGS IN FAMILY MEALS. 1970. 30 pp. 094A. 20 cents.

Epilepsy-Publications for the General Reader. Epilepsy Foundation of America. Suite 1116. 733 15th St., N.W. Washington, D.C. 20005. Single copy free to individual readers; bulk copies available without charge to civic, fraternal or professional organizations. Title include:

EMPLOYER'S ROLE

EPILEPSY IS AMERICA'S CONCERN

EPILEPSY: RECOGNITION, ONSET, DIAGNOSIS, AND THERAPY

A PATIENT'S GUIDE TO EEG

PROGRAMS FOR ACTION

SCHOOL ALERT

TEACHER'S ROLE

EYE COSMETICS. 1972. 6 pp. leaflet. Free. Safety tips to avoid bacterial contamination.

Eye Diseases. National Society for the Prevention of Blindness. 79 Madison Ave. New York, N.Y. 10016. Title include:

DO EYE EXERCISES IMPROVE MYOPIA, GLAUCOMA, OR COLOR BLINDNESS? Publ. G-503. Single copy free; $5.00 per 100 copies. Discusses method of treating eye diseases.

GLAUCOMA: SNEAK THIEF OF SIGHT. Publ. G-1. Single copy free; $3.00 per 100 copies; $20.00 per 1,000 copies. Gives signs, symptoms, and methods of prevention.

ANSWERS TO YOUR QUESTIONS ABOUT AMBLYOPIA. Free.

DO YOU KNOW THESE FACTS ABOUT VISION AND SCHOOL ACHIEVEMENT? Free.

FACTS ABOUT VISION. Free.

READING IN THE ELEMENTARY SCHOOL. 50 cents.

TEACHER'S GUIDE TO VISION PROBLEMS. Free.

VISUAL FACTORS WHICH AFFECT READING ACHIEVEMENT. 35 cents.

VISUAL SCIENCE RESOURCE PACKET. 50 cents.

VOLUMES OF VISION. Free.

YOUR BABY'S EYES. Free.

FACTS ABOUT NUTRITION. 1968. 24 pp. 087A. 55 cents. The relationship of good nutrition to health, sources of essential nutrients, sample menu plans.

FACTS ABOUT SMOKING AND HEALTH. 1971. 12 pp. 117A. 20 cents.

FAIR HOUSING U. S. A. 1970. 10 pp. leaflet. 131A. Free. What the Fair Housing Law is, when it is applicable; procedures for reporting discrimination to the federal government.

FAMILY FARE-A GUIDE TO GOOD NUTRITION. 1972. 91 pp. 088A. 45 cents. Daily nutritional requirements; buying, storing, and preparing food.

FAMILY FOOD BUDGETING. 1969. 16 pp. 072A. 15 cents. Food plans for adequate diets at four income levels.

FEDERAL FOOD STANDARDS. 1972. 4 pp. 073A. Free. Brief summary of voluntary and regulatory standards for quality, identification, and wholesomeness.

FIRE EXTINGUISHERS: THE ABC'S AND THE ONE, TWO, THREE'S OF SELECTION. 1971. 16 pp. 156A. 40 cents.

FIREPLACES AND CHIMNEYS. 1968. 24 pp. 132A. 20 cents. Selection of materials, construction, and maintenance.

FIRST AID FACTS CHART. Johnson & Johnson. Consumer Services Dept. New Brunswick, N. J. 08903. 1969. Free. Handy first-aid chart which can be taped inside medicine cabinet door.

FIRST FACTS ABOUT DRUGS. 1972. 16 pp. 124A. 25 cents. Information on over-the-counter, prescription, and drugs of abuse.

FISH FOR COMPLIMENTS ON A BUDGET. 1972. 21 pp. 099A. 15 cents.

FOOD AID FOR THE ELDERLY. 1972. 6 pp. leaflet. 074A. Free. Information on food stamps, meals-on-wheels, donated foods, etc.

FOOD AND YOUR WEIGHT. 1969. 30 pp. 089A. 15 cents. Suggestions for controlling weight; plans for nutritious weight reduction diets; listing of calories per portion of common foods.

FOOD GUIDE FOR OLDER FOLKS. 1972. 24 pp. 090A. 20 cents. For persons over 60 years of age, information on meal planning, buying, and preparing foods to assure adequate nutrition.

FRUITS IN FAMILY MEALS. 1970. 30 pp. 096A. 20 cents. Nutritional importance, buying, storing, and using; includes recipes.

GLASS DOOR INJURIES AND THEIR CONTROL. 1972. 8 pp. 157A. Free.

Government Publications. Supt. of Documents. Gov't. Printing Office. Washington, D. C. 20402. Titles include:

CANCER OF THE LUNG. (115). Rev. 1968. 9 pp. 10 cents.

CHILDHOOD DISEASES. 5 cents each. Folders describe symptoms, causes, treatments, and recommended precautions for protection of others. Order by title; CHICKENPOX, MEASLES, DIPHTHERIA, MUMPS, SMALLPOX.

HEPATITIS. (FS2.50:82/5). 1966. 5 cents. Describes infectious and serum hepatitis.

GROUPS THAT CAN HELP. 1972. 12 pp. 061A. 25 cents. Listing of national, non-profit organizations which can provide information on and/or help with environmental problems.

Health Pamphlets. William-Frederick Press. 55 E. 86th St. New York, N. Y. 10028. 15 pp. each. Titles include:

BE KIND TO YOUR FEET. 30 cents. Stresses the fundamentals and importance of proper care of the feet as preventive measures against foot disorders.

INSIGHTS ON SIGHT. 30 cents. Discusses the great value of eyesight, the functions of the eyes, how best to take care of them, and correctives such as glasses or contact lenses.

YOU DON'T HAVE TO BE A FIFTY-MILER. 30 cents. Suggests simple activities to improve physical fitness. Adult level.

HOW WE HEAR. Cartoon style. Available in notebook size, 8" x 11", 2 cents each; wall chart, 26" x 33", 15 cents each.

MECHANICAL PRINCIPLES OF THE HUMAN EAR. Supplemental booklet to aid teachers in use of charts. 10 cents each.

SECTIONAL DIAGRAM OF THE HUMAN EAR. Available in notebook size, 8" x 11", 2 cents each; wall chart, 26" x 33", 15 cents each.

HEALTH POSTER. Houghton Mifflin Co. Order from appropriate regional office: 53 W. 43rd St. New York, N. Y. 10036; 666 Miami Circle, N. E. Atlanta, Ga. 30324; 1900 S. Batavia Ave. Geneva, Ill. 60134; 6626 Oakbrook Blvd. Dallas, Texas 75235; or 777 California Ave. Palo Alto, Calif. 94304. IYH/POS. 1971. Single copy free while supply lasts. Fill-in-poster for telephone numbers of important health facilities in your community.

HEARING AIDS. 1971. 36 pp. 120A. 60 cents. Selection, maintenance, and care; causes of hearing loss.

HEARING AIDS. 1971. 8 pp. 121A. Free. Results of comparative government brand name testing.

Heart Association Publications. American Heart Assoc., Inc. 44 E. 23rd St. New York, N. Y. 10010. Single copy free. Sample titles are:

ABOUT YOUR HEART AND YOUR BLOODSTREAM. 4 pp. Tells how the heart keeps blood flowing through the body.

CHILDREN WITH HEART DISEASE. 1971. 15 pp. Designed to help teachers understand the problems of children with rheumatic heart disease or a heart defect.

HOW TO STOP SMOKING. 1969. Leaflet. Free. An experienced doctor gives a smoking withdrawal program.

RESCUE BREATHING TO SAVE A LIFE. 1971. 4 pp. Tells how to perform rescue breathing.

YOUR HEART AND HOW IT WORKS. 1 p. An illustration of the heart.

HEXACHLOROPHENE. 1972. 3 pp. 111A. Free. Hazards and restrictions on use.

HOME BUYING VETERAN. 1971. 29 pp. 133A. Free. Useful home buying information for non-veterans as well as veterans; choosing a neighborhood, a lot, a house, checklist for inspecting an old house, and financing.

HOME REFUSE STORAGE. 1971. 6 pp. leaflet. 062A. 10 cents. Six steps the homeowner should take to insure sanitary refuse disposal.

HOUSE CONSTRUCTION: HOW TO REDUCE COSTS. 1970. 16 pp. 134A. 10 cents. Guidelines for savings in location, style, interior arrangements, selection of materials and utilities, and in construction.

HOW TO BUY BEEF ROASTS. 1968. 16 pp. 100A. 10 cents.

HOW TO BUY BEEF STEAKS. 1968. 16 pp. 101A. 10 cents.

HOW TO BUY MEAT FOR YOUR FREEZER. 1969. 28 pp. 102A. 20 cents.

HOW TO CONDUCT A CLEAN-UP CAMPAIGN. 1972. 17 pp. 063A. Free.

HOW TO PROTECT DENTAL HEALTH WHILE ENJOYING CANDY. National Confectioners Assoc. 36 S. Wabash Ave. Chicago, Ill. 60603. 1970. 6 pp. Free. Rules to follow to keep teeth free from decay.

IF YOU MUST SMOKE-FIVE WAYS TO REDUCE THE RISKS OF SMOKING. 1970. 5 pp. 116A. 10 cents.

IMPACT RESISTANT LENSES. 1972. 4 pp. 112A. Free. Safety advantages, mandatory standard, and conditions under which exceptions to the standard are permitted.

INFANT CARE. 1970. 108 pp. 033A. 20 cents.

Information and Educational Materials. National Heart and Lung Institute. Office of Heart and Lung Information. Bethesda, Md. 20014. Free. A list of publications including general information, audio-visual, fact sheets, etc. on heart disease, available in small quantities free of charge. Titles include:

EMPHYSEMA. PHSP No. 1414. Rev. 1969. 12 pp.

HARDENING OF THE ARTERIES-CAUSE OF HEART ATTACKS. PHSP No. 1392. Rev. 1968. 16 pp.

HYPERTENSION. NIH No. 1714. 1969. 48 pp.

NATIONAL HEART INSTITUTE. 1969. 42 pp. Explains the work of and progress made by the National Heart Institute.

THE NATIONAL HEART INSTITUTE'S NATIONAL BLOOD RESOURCE PROGRAM. 1969. 33 pp. Explains the scope of the Blood Resource Program and results of some of the research.

RHEUMATIC FEVER AND ITS PREVENTION. PHSP No. 144. Rev. 1967. 6 pp.

JOHNNY HORIZON '76 CHILDREN'S KIT. 1972. 025A. Free. Designed to promote ecological awareness. Contains a leaflet describing things children can do to help preserve the environment, plus a pledge card, bike sticker, and a litter bag.

KEEPING FOOD SAFE TO EAT. 1972. 12 pp. 075A. 10 cents. Necessary sanitation and food handling techniques.

KEYS TO QUALITY. 1972. 7 pp. 076A. Free. Explanation of USDA grades: pointers for assuring quality and economy in food buying.

Kidney Pamphlets. National Kidney Foundation. 315 Park Ave., S[illegible]w York, N. Y. 10010. Single copy free. Write for price list of pam[illegible]. High school and adult levels. Sample titles are:

FIVE WARNING SIGNS OF KIDNEY DISEASE. 1970. 4 pp.

SOME FACTS ABOUT KIDNEY DISEASE. 1968. 3 pp.

YOUR KIDNEYS. 1968. 6 pp.

KNOW THE SOIL YOU BUILD ON. 1967. 13 pp. 135A. 15 cents. Advice on how to choose land suitable for building.

LAMB IN FAMILY MEALS. 1971. 32 pp. 106A. 20 cents.

LET'S COOK FISH. 1967. 54 pp. 103A. 60 cents. Nutritional importance, selection, storage, preparation, and recipes.

A LIST OF HEALTH INFORMATION LEAFLETS, PAMPHLETS, AND PUBLICATIONS OF THE HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION. U. S. Dept. of Health, Education and Welfare. Public Health Service. Health Services and Mental Health Administration. Public Inquiries. 5600 Fishers Lane. Rockville, Md. 20852. 1970. 166 pp. Free. A list of current, available, nontechnical publications which discuss common diseases and conditions and preventive health measures.

FACTS ON QUACKS. 32 pp. 35 cents. What should be known about health quackery.

IMMUNIZATION. Leaflet. 20 cents. Explains reasons for and different types of immunization.

MEASLES AND YOUR CHILD. Leaflet. 15 cents. Explains the necessity of having children vaccinated against measles.

SMOKING: FACTS YOU SHOULD KNOW. Leaflet. 20 cents. Health hazards and effects of smoking.

LOW COST WOOD HOMES. 1969. 112 pp. 136A. $1.00. Do-it-yourself guide to selection of materials and construction.

MAKING BASEMENTS DRY. 1970. 10 pp. 137A. 10 cents. Selection of building site; selection and care of materials and dehumidifying equipment.

Medical Research. National Society for Medical Research. 1330 Massachusetts Ave., N. W. Washington, D. C. 20005. Available free in limited quantities to teachers, librarians, and students. Titles include:

UNRAVELLING THE MYSTERY OF VIRUSES. 1969. 32 pp. Text and illustrations trace the development of virology from man's earliest encounters with social diseases to present-day research.

THE UNTOUCHABLE HEART. 1968. 16 pp. Illustrated documentary of the contribution of animals to medical knowledge of the heart.

MEDICINES: PRESCRIPTION AND OVER-THE-COUNTER. 1972. 2 pp. 125A. Free. What the patient should know about his prescription medicine; safe use of non-prescription medicines.

MENTAL HEALTH AND SCHOOL HEALTH SERVICES. American Medical Assoc. Order Dept. 535 N. Dearborn St. Chicago, Ill. 60610. 23 pp. 45 cents. Discusses the role of the school in prevention, referral, and mental health guidance.

Mental Health Booklets. Hogg Foundation for Mental Health. Publications Div. University of Texas. Austin, Texas 78712. A number of publications in the field of mental health are available from this publisher. Sample titles are:

MENTAL HEALTH AND SOCIAL CHANGE. 1970. 51 pp. 50 cents. An attempt to describe the significance of social change in today's world.

PROGRAM INNOVATIONS IN COMMUNITY AGENCIES. 1970. 18 pp. 20 cents. Useful guidelines for choosing agency personnel who are likely to stimulate program innovation toward the goal of increasing the agency's service to its community.

MENTAL HEALTH IN THE SCHOOLS. Council of Chief State School Officers. 1201 16th St., N.W. Washinton, D.C. 20036. 1966. 33 pp. 35 cents. Discount on quantity orders. Assist local and state health, mental health, and school authorities in examining their respective roles in the development of mental health programs.

MILK IN FAMILY MEALS. 1972. 24 pp. 095A. 15 cents.

MINIBIKES. 1971. 4 pp. 026A. Free. The hazards of minibike use and recommendations for supervision and safe recreation.

MR. HYPO IS MY FRIEND. Ames Co. A Div. of Miles Laboratories, Inc. 1127 Myrtle St. Elkhart, Inc. 46514. 31 pp. Free. Cartoon illustration with information and instructions for children who must learn to give themselves insulin shots.

MONEY-SAVING MAIN DISHES. 1970. 46 pp. 077A. 30 cents. Selection of ingredients, preparation, and nutritious recipes.

NOISE IN THE HOME. 1972. 8 pp. 064A. 15 cents. Effect on health; noise levels produced by household applicances; hints for reducing home noise levels.

NURSING HOME CARE. 1972. 32 pp. 113A. 45 cents.

NUTRITION NONSENSE AND SENSE. 1971. 4 pp. 019A. Free. Twelve common misconceptions; how to protect yourself against nutritional quackery.

NUTRITIVE VALUE OF FOODS. 1970. 41 pp. 092A. 30 cents. Nutrient content, including saturated and unsaturated fat content of common foods; recommended dietary allowances.

PLAQUE. 1969. 10 pp. 114A. 25 cents. Use of dental care products to combat tooth decay and gum diseases.

POULTRY IN FAMILY MEALS. 1971. 32 pp. 107A. 20 cents.

PRENATAL CARE. 1970. 92 pp. 027A. 20 cents. Preparing for the baby's arrival: medical care, nutrition, necessary clothing and equipment.

Prescription Drugs. Pharmaceutical Manufacturers Association 1115 15th St., N. W. Washington, D. C. 20005. Titles include:

BRANDS, GENERICS, PRICES, AND QUALITY-THE PRESCRIBING DEBATE AFTER A DECADE. 1971. 118 pp. Single copy free. Asserts that the quality of like generic named drugs cannot be assumed and that physicians should maintain their right to select specific drug products for their patients.

KEY FACTS ABOUT THE U. S. PRESCRIPTION DRUG INDUSTRY. 12 pp. Classroom quantities free to teachers writing on school letterhead. Presents basic information about the industry.

PROPER DENTAL CARE STARTS AT HOME. Oral B. Company. Div of Cooper Laboratories. Fairfield Rd. Wayne, N. J. 07470. 4 pp. Free. Guide to proper tooth care.

Public Affairs Committee Booklets. Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. 25 cents each. A series of booklets dealing with a variety of diseases. Sample titles are:

LEUKEMIA: KEY TO THE CANCER PUZZLE? (340). 1963. 20 pp.

WE CAN CONQUER UTERINE CANCER. (432). 1969. 24 pp.

Public Affairs Pamphlets. Public Affairs Committee, Inc. 381 Park Ave., S. New York, N. Y. 10016. 25 cents each. Titles include:

ASTHMA-HOW TO LIVE WITH IT. (437). 1969. 21 pp.

THE CHALLENGE OF TRANSPLANTATION. 1970. 28 pp. 25 cents. Discusses medical, ethical, social, and financial questions posed by transplantation.

THE HEALTH OF THE POOR. (435). 1969. 20 pp. Depicts the shocking state of medical care available to the American poor-black and white.

Publications Dealing With Respiratory Diseases. Teachers may secure these materials from local or state tuberculosis associations. Single copy free. Request catalog of free publications and visual aids. Sample titles are:

COMMON COLD: THE FACTS. 8 pp.

EMPHYSEMA: THE FACTS. 6 pp.

HISTOPLASMOSIS: THE FACTS. 8 pp.

QUESTIONS AND ANSWERS ON HEALTH SECURITY. American Federation of Labor and Congress of Industrial Organizations. 815 16th St., N.W. Washington, D.C. 20006. 1971. 22 pp. Free. Describes the basic aims and workings of National Health Security, a national program for financing comprehensive health care benefits for all Americans.

REACHING OUT. Illinois Dept. of Mental Health. Bureau of Employee Communication. 401 S. Spring St. Springfield, IL 62706. Published quarterly. Free. Features articles dealing with mental health and mental retardation.

RECREATIONAL BUILDINGS AND FACILITIES. 1972. 74 pp. 138A. $1.25. Eighteen vacation home building plans; plans for greenhouses, community recreational facilities, etc.

SAFETY OF COOKING UTENSILS. 1971. 2 pp. 158A. Free. Safety of Teflon and aluminum cooking utensils.

SEASONING WITH HERBS AND SPICES. 1972. 4 pp. 078A. Free.

SELECTING AND FINANCING A HOME. 1970. 24 pp. 129A. 15 cents. Comprehensive guide; includes whether to buy or rent, budgeting for housing expenses, shopping for a house, and shopping for a mortgage.

SELF-MEDICATION. 1970. 2 pp. 126A. Free. Responsibility of individual using non-prescription medicines. Dangers of over-use and combining medicines.

SICKLE CELL ANEMIA. 1971. 8 pp. leaflet. 115A. 10 cents. Causes, symptoms, treatment, and prevention through genetic counseling; pointers for the patient and his family.

SMOKING AND HEALTH EXPERIMENTS, DEMONSTRATIONS AND EXHBITIS. Supe. of Documents. Gov't Printing Office. Washington, D.C. 20402. 1969. 21 pp. 20 cents. A guide to organizing and conducting experiments and demonstrations showing effects of smoking on human beings.

YOUR TEEN-AGER AND SMOKING. Leaflet. 15 cents. How to help a teenager stop smoking or keep him from beginning.

SOME QUESTIONS AND ANSWERS ABOUT CANNED FOODS. 1971. 2 pp. 079A. Free.

SOME QUESTIONS AND ANSWERS ABOUT FOOD ADDITIVES. 1971. 4 pp. 080A. Free.

SOME SUGGESTED ENVIRONMENTAL EDUCATION MATERIALS. 1972. 2 pp. 065A. Free. Brief annotated listing for teachers, suggests appropriate grade levels for each book.

SOME THINGS YOU CAN DO TO IMPROVE THE ENVIRONMENT. 1972. 066A. Free. Johnny Horizon fact sheets on ecology for children as well as adults.

STANDARDS FOR MEAT AND POULTRY PRODUCTS. 1972. 6 pp. 104A. Free. Minimum meat and poultry content for approximately 200 food products, (e.g. chili con carne, frozen dinners, frankfurters, etc.).

STORING PERISHABLE FOODS. 1971. 12 pp. 031A. 10 cents. Storage methods, times, and temperatures for maintaining quality.

TAR AND NICOTINE CONTENT OF CIGARETTES. 1971. Card. 118A. 10 cents.

TETANUS CAN BE TAMED. William-Frederick Press. 55 E. 86th St. New York, N. Y. 10028. 15 pp. 30 cents. Describes tetanus, its deadly effect on the human body, and preventive measures.

THERE'S MORE THAN CHOLESTEROL BEHIND HEART ATTACKS. Cowles Communications, Inc. 488 Madison Ave. New York, N. Y. 10022. 1971. 4 pp. 15 cents. Eating the wrong foods or faulty genes may cause fat to build up in an individual's bloodstream.

TIPS ON DRUG ABUSE PREVENTION FOR PARENTS OF A YOUNG CHILD. 1972. 13 pp. 028A. 10 cents.

TOYS BANNED BY THE FOOD AND DRUG ADMINISTRATION. 1972. 030A. Free.

TOY SAFETY. 1972. 24 pp. 029A. 45 cents.

VEGETABLES IN FAMILY MEALS. 1971. 32 pp. 097A. 20 cents. Nutritional importance, buying, storing, and using; includes recipes.

VENEREAL DISEASE: RESOURCE UNIT. (244-07372). American Assoc. for Health, Physical Education, and Recreation. 1201 16th St., N. W. Washington, D. C. 20036. 1967. 11 pp. 40 cents. Sets forth purposes and objectives for venereal disease education and includes suggested teacher-student references and activities. Sr. hi. level.

WASTE NOT, WANT NOT. 1972. 2 pp. leaflet. 067A. Free. What the consumer can do to help remedy the solid waste problem presented by packaging materials.

WATCH OUT FOR LEAD PAINT POISONING. 1971. 2 pp. 032A. 10 cents. Protecting the child from lead paint poisoning by eliminating hazards in the home.

WHAT I SHOULD KNOW ABOUT DENTISTRY AND MY PREGNANCY. Warner-Lambert Pharmaceutical Co. Lactonaroducts Div. 201 Tabor Rd. Morris Plains, N. J. 07950. 14 pp. 10 cents. Obstetrician, dentist, and artist collaborate to answer questions most asked by pregnant dental patients.

WHAT TO BUY IN CHILD RESTRAINT SYSTEMS. 1971. 16 pp. 031A. 20 cents. Selection of appropriate automobile safety restraint systems for a child according to age, height, and weight.

WHAT YOU SHOULD KNOW ABOUT VD AND WHY. (2454). Scholastic Book Services. 50 W. 44th St. New York, N. Y. 10036. 1967. 64 pp. 85 cents. A look at a disease of increasing concern among teen-agers.

WHY YOU SHOULD USE DENTAL FLOSS AND HOW TO USE IT. Johnson & Johnson. Consumer Services Dept. New Brunswick, N. J. 08903. 4 pp. Free. How dental floss is used in good oral hygiene.

WISE HOME BUYING. 1972. 32 pp. 140A. Free. Information on choosing a real estate broker, locating a house, checklist for inspecting an old house; how to finance a home.

WOOD-FRAME HOUSE CONSTRUCTION. 1970. 223 pp. 141A. $2.25. Comprehensive guide to selecting materials and constructing wood-frame houses; includes instructions for laying foundations.

YOU AND FOOD STAMPS/USTED Y ESTAMPILLAS PARA ALIMENTOS. 1970. 6 pp. leaflet. 082A. Free. Bilingual guide; who is eligible, how to apply for and use.

YOUR CHILD FROM 1 to 6. 1970. 93 pp. 034A. 20 cents.

YOUR CHILD FROM 6 to 12. 1970. 98 pp. 035A. 55 cents.

YOUR CHILD'S FIRST VISION EXAMINATION. American Optometric Assoc. 7000 Chippewa St. St. Louis, Mo. 63119. 10 pp. Single copy free. Some suggestions to help a child cooperate with the doctor and enjoy this first experience.

YOUR EYES AND HOW THEY FUNCTION. Bausch & Lomb, Inc. Rochester, N. Y. 14602. 23 pp. Single copy free to teachers. Pocket-sized booklet. Provides elementary facts about eyesight, eye function, defects, and corrections. Jr. and sr. hi. levels.

YOUR MONEY'S WORTH IN FOODS. 1970. 25 pp. 083A. 25 cents. Guides for budgeting, menu planning, and shopping for best values.

Health

Fact Sheets. Washington, D. C.: Bureau of Narcotics and Dangerous Drugs, U. S. Government Printing Office, 1971.

Facts on Quacks--What You Should Know About Health Quackery, 1967. American Medical Association, Dept. of Investigation, 535 N. Dearborn St., Chicago, Illinois 60610.

Poison and You. Greenfield, Mass.: Channing L. Bete Co., Inc., 1973.

Public Affairs Pamphlets, 381 Park Avenue, S., New York, N. Y. 10016.
25 cents each: 389. Medicare--Social Security.
372. Your Health Is Your Business.
368. How to Get Good Medical Care.

You, Your Child and Drugs. New York: Child Study Association of America, Inc., 1971.

ADDENDUM

AREA OF KNOWLEDGE--HEALTH

DESIGNATOR: H-1, T-1

Alabama Department of Public Health Bulletins, Division of Health Education and Information, Montgomery, Alabama, 36104. Titles:

How to Order and Use Health Education Materials, A-HE-3.

What's the Difference Between Dumb and Stupid, (on smoking), A-HE-77.

I Don't Believe that Smoking Causes Canser, A-HE-27.

Have a Tuberculin Skin Test, TB-HE-71.

TB is One of Alabama's Major Health Problems, TB-HE-64.

After Smoking, A-HE-13.

What Does a Positive TB Skin Test Mean? TB-HE-72.

Facts About the Good Neighbors (12 pages), The American National Red Cross, 1974.

Tuberculin Tests for Your Pupils (10 pages), National Tuberculosis and Respiratory Disease Assoc.

Fast Facts About Sickle Cell Anemia, pamphlet, The National Foundation - March of Dimes, P. O. Box 2000, White Plains, NY 10602.

DESIGNATOR: H-1, T-2

Personal Memo for Today (Breast Self-Examination), pamphlet, American Cancer Society, Inc. 219 East 42nd St., New York, NY 10017.

Service Program, pamphlet, American Cancer Society, 312 Montgomery Street, Montgomery, Alabama, 36104.

DESIGNATOR: H-1, T-6

Poison and You, booklet, Channing L. Bete Co., Inc. Greenfield, Mass., 1973.

Counterdoses, Harco Drugs, Inc.

DESIGNATOR: H-2, T-1

Selecting a Mobile Home, He-93, Alabama Cooperative Extension Service, Auburn University.

Renting a House, Buying a House, Be Informed Series, Box 131, Syracuse, NY 13210.

DESIGNATOR: H-3, T-1

Home Accidents. Alabama Department of Public Health, A-HE-17.

You're a VIP (Very Important Person) and We're Concerned About Your Safety, Alabama Department of Public Health, A-HE-45.

Alabama Cooperative Extension Service, Auburn University, Auburn Alabama, 36830. Leaflet titles:

Give Your Appliances and Lights a Square Meal, YHE-86.

First Aid for Electrial Injuries, YR-12.

Small Electrical Appliances, YHE-47.

The Clean Look and Your Clothes, YM-80.

Is Your Home Well Lighted?, YHE-113.

Safety Rules for Power Tools, YR-27.

Light for Light, YHE-124.

Light for Good Grooming, YPH-13.

Electric Projects for Girls, YHE-115a, b.

Ironing Can Be Easy, YHE-85.

See Your Sewing, YPH-18.

The Electric Iron, Your Personal Servant, YPH-20.

Hot Water Heater, HE-189.

Buying a Used Refrigerator, HE-217.

Kitchen Safety, YHE-110.

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DESIGNATOR: H-10, T-3

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Nonfat Whipped Topping, HE-34.

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Dry Bean or Pea Soup, HE-46.

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Beef Stew, HE-36.

Hot Dog and Potato Soup, HE-39.

Fish and Rice, HE-41.

Fish Patties, HE-40.

Meat-Potato Burgers, HE-37.

Three Recipes for One Chicken, HE-118.

Meat Hash, HE-38.

Scrambled Eggs and Meat, HE-42.

Baked Cheese Grits, HE-124.

Rolled Oats Cake with Peanut Butter Icing, HE-119.

Quick Mix, HE-86.

Western-Style Noodles, HE-48.

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Oven-Stewed Tomatoes, HE-181.

Cabbage, HE-180.

Chili, HE-169.

Crazy Cake, HE-172.

Rolled Oats Mix, HE-167.

Rice Pudding, HE-168.

Corn Meal Mix, HE-166.

Fudge Candy, HE-163.

Rolls, HE-170.

Okra Gumbo, HE-179.

Bean Sausage, HE-211.

Fresh Green Beans, HE-212.

Eggplant-Beef, HE-210.

Bean Pie, HE-171.

Baked Squash, HE-186.

Macaroni Salad, HE-242.

Corn Pudding, HE-185.

Corn and Meat Casserole, HE-184.

Baked Onions with Cheese Sauce, HE-183.

Harvard Beets, HE-182.

Rutabaga Apple Bake, HE-221.

Potato Casserole, HE-222.

Green Bean Egg Casserole, HE-215.

Oatmeal Pie, HE-214.

Glazed Carrots, HE-213.

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Cocoa Mix, HE-160.

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